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ABSTRACT

All Top Administrators, Other Administrators, and Faculty at Central Florida Community College (n=101) were surveyed in order to ascertain their perceptions of the college's existing governance characteristics. Response rates from each of the three groups differed but were at least 70%. Results of the survey showed that the traditional bureaucratic organizational model of the college had produced a less than desirable profile of organizational characteristics. Perceptions of what takes place at the college were found to be quite different from the viewpoints of the various groups surveyed. Top Administrator's responses showed consistently high positive perceptions of interaction, decision-making, communication, leadership, motivation, and goals. Responses of Other Administrators resembled those of Faculty in all but the areas of interaction and communication, although Other Administrators tended to have more positive perceptions than Faculty. Faculty perceptions were distinctly more negative in the areas of interaction, decision-making, and communication, and in certain areas of leadership and motivation. A more participatory governance model was recommended to enhance faculty/administrator relations. The survey instrument is appended. (JDS)

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A PROFILE OF FACULTY AND ADMINISTRATOR PERCEPTIONS OF A COLLEGE'S GOVERNANCE CHARACTERISTICS

by

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Central Florida Community College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
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ABSTRACT

All Top Administrators, Other Administrators, and Faculty were asked to respond anonymously to a 13-item questionnaire to profile perceptions of existing governance characteristics. High response percentages facilitated valid interpretations, which showed extensive differences between the Top Administrators' consistently high responses and the other groups. Perceptual profiles of Other Administrators resembled Faculty rather than Top Administration in all but the Interaction and Communications areas. Other Administrator profiles resembled Faculty profiles but were higher and more positive. Faculty profiles were distinctly more negative in three of the six governance areas: Interaction, Decision-Making, and Communication; and certain aspects of Leadership and Motivation. Perceptions of all groups were closer in the Goals area and somewhat in Leadership and Motivation. Comparing the 6 faculty sub-groups, major differences appeared in Interaction, Decision-Making, and Communication, with the counselor-librarian-data processing group considerably more negative. Results supported faculty dissatisfactions which led to an upcoming union election. Recommendations included: reorganization to a more participative group model; to enhance faculty committee and decision-making involvement; to intensify internal public relations; to regularly schedule meetings between all administrators and between all personnel; to provide Human Potential Seminars of personnel from each group; and to initiate a continuing evaluation process of perception, using a form similar to this study's instrument.

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INTRODUCTION

> Administrators and problems are interdependent. If you don't have one, you don't need the other.... Conflict is a normal part of life in any organization (Richardson, 1976:52-3).

> As you may have already heard, an election will be held on March 23 to decide whether the CFCC faculty will be represented by a strong professional organization, or will continue "business as usual" (Bucha, 1977).

For the past several years, Central Florida Community College (CFCC) has experienced ever-increasing enrollments and, apparently, ever-increasing expressions of unrest and dissatisfaction from diverse segments of its faculty. As in many institutions of higher education, innuendoes and negative comments have been directed toward college governance. Charges of "bureaucracy," "non-communication," and "lack of faculty involvement"--although undocumented--have been typical in various corners of the campus. In the recent past, two segments of the faculty have attempted to rouse the campus to resorting to collective bargaining. One of these groups--the Central Florida Faculty Association, FTP, an affiliate of the National Education Association--has successfully won its right to an election.

> Our organization...has been seeking recognition as the bargaining representative of the CFCC faculty since last spring (1976). Recently, the CFCC Board

> of Trustees, and President Goodlett, decided to confront the inevitable. They indicated to us that they would consent to an election to determine if a majority of CFCC faculty members wished to be represented by CFFA. Now, the details have been worked out, and the election is set....An official "Consent Election Agreement" has been signed by both sides, and submitted to the Public Employees Relations Commission (PERC). PERC representatives will supervise the election (Bucha, 1977).

The question arises, "If faculty are basically satisfied with the governance and organizational model of the college, would collective bargaining have progressed this far?" The election, presumably, will help to answer this question.

This practicum sought to examine the human dimensions of faculty and administrator perceptions of college governance at CFCC. Governed by a more traditional, bureaucratic organizational model, faculty members could, indeed, perceive an unfavorable profile of governance characteristics that such a model has been known to produce. Perhaps this feeling could lead to a desire for collective bargaining--especially if these faculty perceptions are considerably different from the perceptions expressed by administrators. Conversely, faculty perceptions could indicate the existence of a <u>favorable</u> profile of governance characteristics <u>despite</u> the bureaucratic organizational model employed. Thus, faculty and administrator perceptions conceivably could be complementary.

Richard C. Richardson, Jr., in "Tradition and Change in Community Colleges: The Crucial Years" (1976:24-5), states

> All of our assets and all of our dreams will turn to ashes unless we can improve the human dimensions of our institutions. Currently, many of our efforts are directed toward a struggle that is being fought grimly between trustees and administrators on the one side and faculty on the other side. The struggle involves issues of control, the distribution of resources, and the question of role in the decision-making process. As the struggle progresses, extremists on both sides turn increasingly to unions and state boards to support their point of view. The inevitable consequence of the failure of institutions to solve their problems internally will be the imposition of external controls. What then can we do to solve the problems of human relationships within our institutions?

Richardson continues by suggesting that community colleges re-organize from the traditional, bureaucratic model to a participative governance model. The only other alternative, according to Richardson, is collective bargaining (Richardson, 1976:25). These thoughts are explored later in this report.

If CFCC's collective bargaining election fails, the administration could review its present organizational model and make desirable changes. The results from this comparative study of faculty and administrator perceptions could be helpful in this review since its questions surveyed six governance areas: leadership, motivation, communication, interaction, decision-making, and goal setting.

BACKGROUND AND SIGNIFICANCE

College governance encompasses a wide range of interpersonal variables such as leadership, motivation, communication, decision-making, interaction, and goal setting. Community colleges are no different and the variables are perceived by such diverse groups as students, trustees, administrators, mid-managers, and faculty members.

"Perception is the process of organizing and interpreting sensory stimuli into meaningful patterns" (Kalish, 1970:49). It is a process in which one interprets sensory stimuli from his environment by his receptors and communicates them to his brain through impulses in the nervous system. One's attention and perception are influenced by both stimulus characteristics, i.e., size, contrast, and movement, as well as perceivor characteristics, i.e., needs, experiences, set, and personal rigidity (Kalish, 1970).

This practicum was concerned with perceivor characteristics related to governance at Central Florida Community College.

In their famous work on perception, Combs and Snygg set the foundation:

> Human behavior may be observed from at least two very broad frames of reference: from the point of view of an outsider, or from the point of view of the behaver himself. Looking at behavior in the first way we can observe the behavior of others and the situations in which

> such behavior occurs. It is then possible to attempt the explanation of behavior in terms of the interaction of the individual and the situations in which we have seen him operating. This is the "objective" or "external" frame of reference. The second approach seeks to understand behavior by making its observations from the point of view of the behaver himself. It attempts to understand the behaving of the individual in terms of how things "seem" to him. This frame of reference has been called the "perceptual," "personal," or "phenomenological" frame of reference...
>
> In the personal or perceptual frame of reference, we attempt to observe behavior from the point of view of the individual himself....We take it as a matter of course that people's ideas, emotions, and opinions have an effect upon their behavior, and we are consequently alert and sensitive to them...
>
> People do not behave according to the facts as <u>others</u> see them. They behave according to the facts as <u>they</u> see them. What governs behavior from the point of view of the individual himself are his unique perceptions of himself and the world in which he lives, the meanings things have for him....These personal meanings which govern behavior the psychologist calls perception. (Combs and Snygg, 1959:16-18).

This practicum was undertaken with these thoughts of Combs and Snygg in mind. The effectiveness or ineffectiveness of a college's organizational model must be concerned with the personalized perceptions of those who work within the model and must recognize and attempt to understand the interrelationships involved between these various persons. This is important because

> Many of the complex events we hope to understand and predict can only be dealt with through an understanding of <u>interrelationships</u>. Even when the precise nature of these interrelationships is not known, it may still be possible to use them effectively (Combs and Snygg, 1959:19).

Such a study of perception, therefore, involves the perceptual or phenomenal field of each person involved. By the perceptual field is meant

> the entire universe, including himself, as it is experienced by the individual at the instant of action. It is each individual's personal and unique field of awareness, the field of perception responsible for his every behavior....
>
> All behavior, without exception, is completely determined by, and pertinent to, the perceptual field of the behaving organism (Combs and Snygg, 1959:20).

In interpreting the results of a comparative study in perception as applied to a topic such as the characteristics of a college's governance as perceived by the professionals within the institution, we must remember that

> To each of us the perceptual field of another person contains much error and illusion; it seems an interpretation of reality rather than reality itself; but to each individual, his phenomenal field is reality; it is the only reality he can know (Combs and Snygg, 1959:21).

Reviewing the results of such a comparative study, we learn that more effective communication can be made possible by taking steps such as re-organization to develop more commonality of perceptions.

> Communication is essentially the process of acquiring greater understanding of another's perceptual field and it can take place only when some common characters already exist....
>
> We feel more comfortable with persons whose phenomenal fields have much in common with our own. Because we see alike we also behave similarly and we can thus predict more easily what the other will do and how he will be likely to react to our own behavior. It is through the

> area of overlap in our respective fields that communication becomes feasible (Combs and Snygg, 1959:31-32).

Also, when reviewing such results, if we realize that behavior is always determined by the individual's perceptual field,

> we need only to learn to read behavior backwards in order to understand the perceptions of another person. That is, we can infer from another's behavior the nature of the perceptions which probably produced it (Combs and Snygg, 1959:35).

In college governance--as in any other phase of life--the behavior of the individual is always directed at the satisfaction of need (Combs and Snygg, 1959).

Thus, if a comparative study of perceptions produces quite dissimilar views, a college's administration should study the possible unmet needs of a group such as its faculty and restructure accordingly for the benefit of all employed by the institution.

> To produce change in behavior it will be necessary to produce some change in the individual's perceptual field. To understand other people and to use ourselves effectively as instruments for human welfare, our own welfare as well as the welfare of others, we will need to understand, as clearly as possible, the factors controlling and limiting the processes of perceiving and the function of (one's) perceptual field (Combs and Snygg, 1959:36).

A lack of common perceptions by the various groups at a college can lead to collective bargaining and exterior professional group memberships--a possibly unnecessary action if attempts were made previously to see the other's viewpoint, to understand his needs, and his behaviors.

> In more than a few instances, the passage of collective bargaining legislation has been accompanied by a movement

> to discard all existing procedures for college governance and to substitute the adversary relationships of the collective bargaining unit....
>
> Because of the...conflict among faculty between loyalty to institutions and loyalty to professional organizations, it is easy for administrators to misread the direction and intensity of current efforts toward role redefinition. It is not uncommon for people to hear what they wish to hear and to ignore or rationalize input which does not confirm their biases. Despite differences of opinion as to the desirability of faculty welfare organizations as a substitute for prevailing governance practices, the weight of faculty opinion in most two-year institutions is clearly in this direction. Perhaps this is true because faculty have tried existing procedures and have not been satisfied with the rate of change. Perhaps it represents distrust of any procedure which has been unilaterally established and which presumably could be unilaterally changed by an external authority. Under any circumstances the pressures are there; little time remains for the exploration of viable alternatives to the collective bargaining unit. Many institutions have already passed over the divide (Richardson, etal, 1972:70-71).

Nova University's Governance Module presents interesting insight into organizational strategies available for community college governance and decision making. Special reference is made to two major organizational models as discussed by Richardson, Blocker, and Bender (1972) in Governance for the Two-Year College. The first model--the more traditional, bureaucratic model--is classified as exploitive authoritative and tends to produce a less than desirable profile of organizational characteristics. The second model--a newer, more innovative and positive model--is classified as participative group. This model encourages shared participation in the governance of the institution by administators, faculty members, and students and tends to produce a more desirable profile of organizational characteristics (Richardson, etal, 1972).

The organizational chart of Central Florida Community College, as published in its Policies and Procedures Manual is distinctly the traditional bureaucratic model (CFCC, 1972:13). (A copy of this chart is found in the Appendix to this practicum.)

Background material for this practicum was based primarily on ideas and concepts presented in the suggested reference text for the Governance Module, Governance for the Two-Year College (Richardson, etal, 1972). These authors refer to characteristics of four organizational models: the exploitive authoritarian, the benevolent authoritative, the consultive, and the participative group. They make major points between the two polar systems: the exploitive authoritative and the participative group. These systems were the basis for this practicum.

The first system--the more traditional and bureaucratic--is exploitive authoritative:

> The motivational forces used are related to economic security with some attention to status. The individual derives little satisfaction from the achievement of institutional objectives and the sense of responsibility for such objectives diminishes as one moves downward in the organization. The direction of communication is distorted. There is little understanding between superiors and subordinates. The interaction-influence process is designed to maximize the position of superiors, although the objective may not be achieved to the degree desired due to inherent limitations in the assumptions made about motivational forces. Subordinates perceive their position as powerless to effect change. The decision-making process involves little influence from subordinates due both to the inadequacy of upward communication and the downward direction of the interaction-influence process. Decisions may be made at higher levels than where the greatest expertise exists. Decision-making is not used to influence values or to encourage motivation. Goals are established

> at the highest levels and impressed upon the remainder of the organization....it is normal for a highly developed informal organization to exist, which frequently works in opposition to the formal organization. Performance characteristics include mediocre productivity, excessive absence and turnover, and difficulty in enforcing quality standards (Richardson, etal, 1972:102).

The second system used in the study--the participative group--is described by these authors as follows:

> Full use is made of economic, ego, and self-fulfillment motives through group involvement in setting goals, improving methods, and appraising success. Satisfaction is relatively high throughout the organization based upon identification with the progress of the group and the growth of the individual. Communication moves upward, downward, and laterally, with little distortion and few errors. Superiors and subordinates have accurate perceptions of the characteristics and needs of each other. There is a substantial degree of interaction and influence exercised by all levels within the organization. Subordinates feel that they exercise considerable influence over organizational direction and objectives. Decision-making occurs throughout the organization and includes the use of overlapping groups to ensure that decisions are made with the involvement of all who have something to contribute, as well as taking place at the point within the organization where the greatest degree of expert opinion may be brought to bear. Decision-making encourages team work and cooperation. Goals are established through group participation and are largely internalized by all participants within the organization. The informal and formal organization tend to be one and the same, since the adaptive orientation of the organization tends to change structure in the direction of the needs of both individuals and the organization. Productivity is high, turnover and absenteeism is low. Group members provide substantial control over the quality of their own efforts through the interactive process (Richardson, etal, 1972: 102-103).

Graphic representation of each of these models appear on the following page, as Figures A and B.

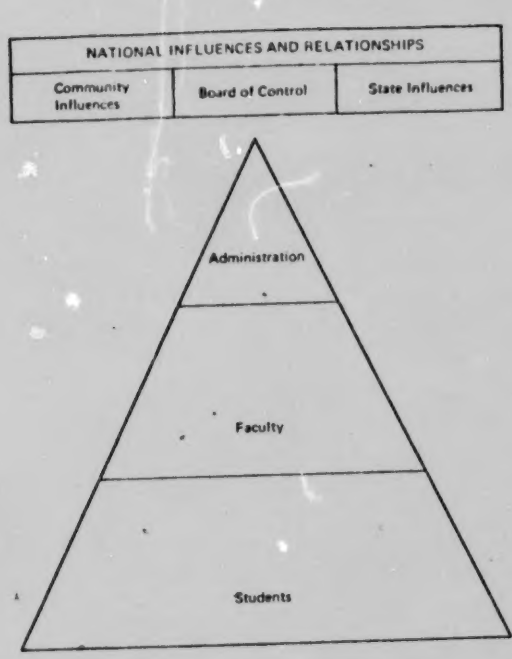


FIGURE A

Traditional Bureaucratic Model of an Organization

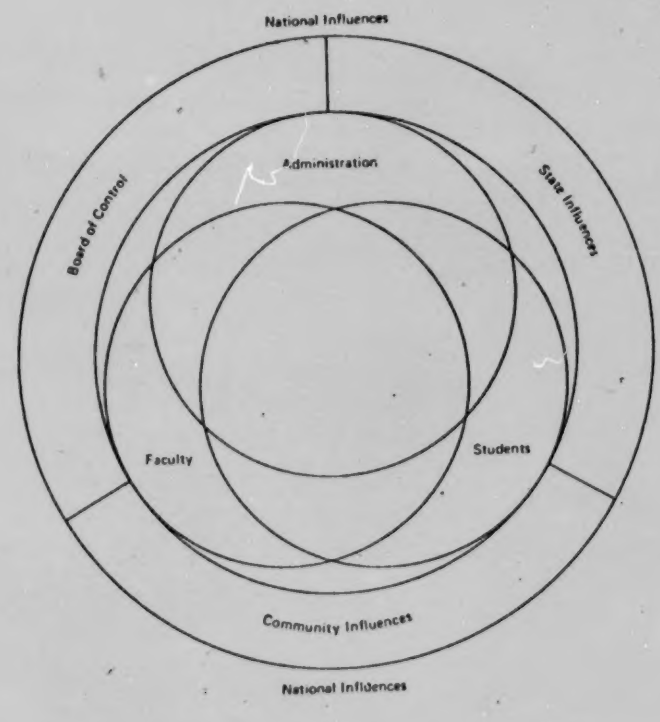


FIGURE B

Participational Model of an Organization

From the foregoing we see that the participative group model is considered superior, more productive, and more effective than the traditional exploitive authoritative model. It should be noted, however, that the traditional model has certain advantages and the participative group model has certain disadvantages.

The highly-organized bureaucratic model is efficient, even if inflexible. It can provide highly-developed, clear policies and regulations. It assures delegation of authority through a clearly-defined chain-of-command. For certain kinds of activities, this model provides the best way to get things done (Swenson, 1977).

Although it encourages innovation, creativity, and a valuable sharing of ideas, the participative group model has certain disadvantages. It can be a slow and ponderous method of organization which is hard to administer on a day-to-day basis. Due to the shared participation approach, it can be difficult to get decisions made in this model. Not all college decisions can wait out the process (Swenson, 1977).

Richardson, Blocker, and Bender (1972) also caution that it would be wrong to imply that a consensus exists among faculty members themselves concerning the direction their involvement in the governance process should take. Two faculty "camps" seem prevelant: the bureaucratic employee and the professional employee, each of whom has different characteristics.

> Among other characteristics, the former tend to stress loyalty to the institution and to superiors, task orientation,

> uniformity of client problems, and rules stated as universals and specifics. The latter, by comparison, are concerned more with loyalty to professional associations and clients, client orientation, uniqueness of clients' problems and rules stated as alternatives and diffuse....we may assume most two-year colleges will include faculty members representing both these points of view. Perhaps one of the most difficult situations with respect to inducing change involves the established institution with its core of bureaucratically oriented older faculty members confronted by a growing number of professionally oriented younger faculty (Richardson, etal, 1972:70-1).

In reviewing the results of this comparative study of perceptions of college governance, the above should certainly be kept in mind.

A further review of the literature was necessary as the practicum was being developed. Answers to a number of questions were sought: Is there a great deal of emotional involvement in faculty perceptions of their role in governance procedures? -- How is college leadership perceived elsewhere? -- What is the current thinking pertaining to the importance of re-organization vs. maintaining the status quo? -- Can effective understanding of others' perceptions aid in solving group conflict? -- Where does CFCC stand in light of these questions?

Insofar as a limited CFCC professional library permitted, these answers -- and others -- were pursued.

Laughlin and Lestrud in a paper entitled, "Faculty Load and Faculty Activity Analysis: Who Considers the Individual Faculty Member?" concluded that the faculty member's consideration should be a variable in the institution's decision-making process. They found

that increased pressures continue on faculty members in higher education as expressed by faculty workload and faculty analyses. Laughlin and Lestrud claim that often those who collect and utilize such data do not consider the outcomes of decisions from the faculty members' viewpoint. They examined how the uses of certain faculty load data and faculty activity analysis data place pressures and conflicts upon faculty members. Thus, their conclusion that the faculty member's consideration should be an important variable in the decision-making process (Laughlin and Lestrud, 1976).

In such situations of pressure and conflict

> Adult symbolic aggressions are...often effective. Veiled techniques, such as gossiping, whispering campaigns, excessive blame, or even "constructive" criticism may fool the average observer but should not deceieve the psychologist. If people cannot satisfy their needs by one technique, they must turn to more successful techniques (Combs and Snygg, 1959:116).

One such popular technique, collective bargaining, has been sought as the answer at many colleges. As noted in the Introduction to this report, steps have already been taken to provide such an election at Central Florida Community College in March, 1977.

> Events acquire their meaning from the relations we perceive between them and our phenomenal selves. The perceptions we hold about self determine the meaning of our experiences. Generally speaking, the more closely related an experience is perceived to the phenomenal self, the greater will be its effect on behavior (Combs and Snygg, 1959:149).

Richardson, Blocker, and Bender (1972) quote a 1968 study by Archie R. Dykes, Faculty Participation in Academic Decision Making, done for the American Council on Education. Dykes' study

indicated that there was a marked discrepancy between the faculty's ideal role and its concept of its actual role.

> Comments from the respondents suggested that the discrepancy is primarily attributable to two related convictions: that the faculty's actual involvement in decision-making is for the most part focused on rather insignificant matters; and that the faculty should have a larger, more active, and more influential role in the decision-making processes. According to respondents, the truth of their first conviction renders impossible the attainment of the second. Many expressed frustration and exasperation with extensive involvement in what seemed to them relatively unimportant matters (Richardson, etal, 1972:70).

Richardson, in an article, "Future Shape of Governance in the Community College" (1976) states

> Faculty members in most community colleges have clearly occupied a less prestigious role than administrators. They have been evaluated by administrators; they have been recommended by administrators for promotion; they have been selected by administrators; and their salary increases and tenure have been dependent upon their good relationships with their supervisors. The lack of faculty involvement in personnel decisions has paralleled their limited influence on the curriculum and upon other academic matters. Many institutions have created numerous committees, all of which have been advisory to the president; interpreted to mean that if these committees produced recommendations with which the president agreed, they would be accepted, otherwise, ignored (Richardson, 1976:52).

Combs and Snygg (1959:308) relate to the above, stating: "It is a natural thing to attempt to apply the methods with which we have been successful in the past to problems we meet in the present...(but) we fail to understand that different problems require quite different approaches."

Richardson (1976) points out that there is increasing evidence that faculty members in most community colleges no longer view these institutions as "stepping stones" to a job at a four-year college or university. This has produced a career faculty for community colleges for the first time.

> A career faculty will not be responsive to administratively dominated innovation, nor will a career faculty be content to permit the personnel decisions that effect their lives to be made solely by administrators.
>
> Thus there will be increasing faculty influence in decisions involving the selection of their colleagues, faculty retention, faculty evaluation, and promotion. This can be regarded as a most constructive step....
>
> The changes affecting faculty and administration should result in a professional faculty, assuming greater responsibility for the educational program and for its implementation, and a professional administration concerned more with defining their own contributions to the educational process and less with supervision and evaluation of their professional colleagues....A secure faculty, freed from paranoia about administrators is likely to be more responsive to students than they have been in the past (Richardson, 1976:53, 55).

Richardson, therefore, foresees the necessity for re-organization based on realistic appraisal of faculty perceptions and needs. As stated before, college administrators can no longer adhere to strictly what "has worked before"...a new, professional community college faculty is emerging. Administrators can no longer rely solely on their <u>own</u> perceptions of the college organization. Combs and Snygg state that it is difficult to approach human relationships from a perceptual view because

> Our own perceptions always have so strong a feeling of reality that it is easy to jump to the conclusion that

> they must be real to others as well. If others do not see as we do, we may even regard them as stupid, stubborn, or perverse. It is hard to set one's own experience aside, yet it is difficult to see how effective human relationships can be built without a clear recognition of the personal character of perceptions. The first step toward the solution of our human problems seems to require a willingness to grant that "How it seems to me may be different. I, too, could be wrong!" Humility, it would seem, is more than a nice idea. It is an essential to effective communication! (Combs and Snygg, 1959:308)

In fairness to CFCC's top administration, it should be noted here that this year--at long last--vital recommendations of the Faculty Senate have been reviewed and implemented, i.e., a logical point system for reviewing sabbatical leave applications has been approved and implemented; and the use of the computer system, PLATO, was approved on a trial basis. Also, the collective bargaining election has been approved and facilitated. An outside consulting firm currently is on campus to study the organization, interview faculty, and survey their views of their positions. All of this was initiated and underway prior to the development of this practicum.

Nevertheless, as Richardson, Blocker, and Bender point out:

> It is a well-known fact that administrative values do not always coincide with faculty values. Furthermore, while dominance of administrators in the decision-making process during the past few years may be more implied than real, faculty members tend to feel most administrators have and utilize far more power than they actually do (Richardson, etal, 1972:70).

Wayson (1976) has identified six common misconceptions that leaders continue to feel about leadership: (1) that leadership comes with positions; (2) that leadership should be exercised exclusively

by persons in titled positions; (3) that no one can perform a leadership act unless it is expressly permitted by higher authority; (4) that leaders never get opposition and never have to answer any questions about what they are doing; (5) that leadership must always be democratic; and (6) that a democratic leader never leads.

Wayson very firmly tackles each of these misconceptions. He points out that a result of the misconception that leadership comes with positions is that no one at any level is prepared to take the lead. Too often, he feels, those who practice or preach educational administration assume that they have, or should have, become leaders the day they were promoted, and the system suffers. Consequently no one at any level is really prepared to take the lead. Regarding the misconception that leadership should be exercised only by persons in titled positions, Wayson states

> It is impossible for one person to do all the things that must be done to make a group effective. It is even more difficult for a titled person to do some of them because the title and the authority set people apart from one another and inhibit the easy flow of ideas that are essential for the group's operation. When the word leadership is applied to official positions, it means that the official is responsible for creating conditions under which any other members can and will exercise leadership when circumstances call for them to do so. That responsibility usually requires the official to structure communications and decision-making to make it easier for leadership to emerge, be recognized, and be accepted, regardless of what person it comes from (Wayson, 1976:4).

Wayson tackles the misconception that no one can perform a leadership act unless it is expressly permitted by higher authority by stating:

> The best rule for effective leadership is that a person is free to take any action not specifically prohibited

> by policy or law. Four steps for making the system work ...can help assure greater effectiveness when that rule is followed: (1) Never ask permission. (2) Write three reasons why you think the action will be effective. (3) When things go wrong, take responsibility for cleaning up. (4) Be honest throughout the process (Wayson, 1976:4).

On the misconception that leaders never get opposition and never have to answer any questions about what they are doing, Wayson states:

> Some...are deterred from important actions because they always need assurance that their actions will have no unfortunate consequences. One question can dissuade them from a chosen course; one dissident group can send them into retreat....
>
> Opposition itself is frequently an indication that leadership is occuring. Also, opposition often indicates that people are involved in the situation and are motivated to invest some energy in it--two vital signs that leadership is possible (Wayson, 1976:5).

Finally, Wayson, in reflecting upon the misconception that a democratic leader never leads, states:

> The official leader who operates under this misconception takes no action, creates no structure, makes no suggestions for fear he is not behaving as a good group member. Of course, that is not democracy; it is laissez-faire. If everyone holds back, no decision can get made (Wayson, 1976:5).

Thoughts on perception can be added to the above. Evans and Smith (1970) point out

> Conditions of need or deprivation within the individual from time to time will alter his perceptions. The need state may be physiological...or may be social (companionship, prestige, or status). Needs may be related to self-esteem (security, attention, or achievement) or any combination of these. We perceive what we need and our perceptions of a needed object is often distorted by the intensity of our need (Evans and Smith, 1970:33).

Insofar as the necessity for a college to re-organize, Small and his colleagues (1976) state in their monograph, "Renewal in Post-Secondary Institutions: An Analysis of Strategies," that

> post-secondary institutions are people-centered systems, made up of internal subsystems, and inextricably a part of the suprasystem. Institutions are affected by factors from both within and without. To remain effective and healthy, institutions must develop mechanisms and processes whereby they cope with these influences (Small, etal, 1976:8).

Richardson (1976) in looking at the future shape of college governance states that it involves significantly changed roles for administration and for faculty; and that it is

> becoming increasingly clear in those institutions that have chosen to move toward participative governance as an alternative to collective bargaining. It should be noted that changing the structure and establishing a faculty senate, while key administrators continue to behave precisely as they did before is not moving toward participative governance. It's simply wasted motion to conceal administrative indecision....
>
> Collective bargaining is not inevitable in the future of all of our institutions but it is highly probable. Its results will be more beneficial than harmful. This conclusion is drawn from observations over a period of years of the impact on faculties and students of extremely autocratic administration....It is difficult to understand how anyone can believe that diminishing the importance or the self-image of any faculty member or any student in any institution can enhance the effectiveness of that institution or its image as an institution of higher education....anything that diminishes any one of our professional colleagues diminishes us. We cannot increase our status at the expense of reducing theirs. Community colleges have suffered from image problems. That image problem has been due in no small measure to the deliberate attempt of administrators to repress faculty activity as practicing professionals (Richardson, 1976:59).

Realistic reorganization appears to be the "prescription" supplied by many authorities in the literature. As stated earlier, Richardson, Blocker, and Bender advocate a reorganization from the bureaucratic to the participative group model despite its several flaws.

Small and his colleagues present an holistic approach as a variation to that presented by Richardson, Blocker, and Bender. Their variation, however, centers on a participative governance process. A copy of their linear participative model for a post-secondary institution appears on the following page as Figure C. Their holistic approach to reorganization is developed as a massive "stock taking" of current conditions on the basis of which the institution is able to compare current conditions with its desired future state. They state:

> What changes, if any, should be made? Which parts of the institution are in need of changes or improvements? Only when these problems have been clearly defined can the institution move toward the generation and selection of alternative strategies which will enable the institution to renew itself and become a more effective delivery center for needed educational services (Small, etal, 1976:12).

Hiraok, in "Reorganization--Prescription for Higher Education" (1975) concurs. He states:

> Reorganization does not recommend a dictatorial approach to university governance with frequent politically-motivated shifts. On the contrary, the recent business literature on managerial techniques and strategies strongly advocates a sharing of power as opposed to unilateral action. Team goal setting and group decision making have been known to produce the most beneficial results,

In citing the need for institutional reorganization, Hiraok points out several important considerations in the 1970s. Higher education has moved into a highly competitive environment due to the fall-off in the birth rate and the increased number of institutions. He says that an outmoded organizational structure, based on departments, further impedes necessary change to achieve short-term needs as well as long-range objectives. He feels that in order to face squarely the new environment, the educational structure must be reorganized to give the administration a streamlined and flexible mode of operation in which it can set objectives and optimally allocate resources accordingly (Hiraok, 1975).

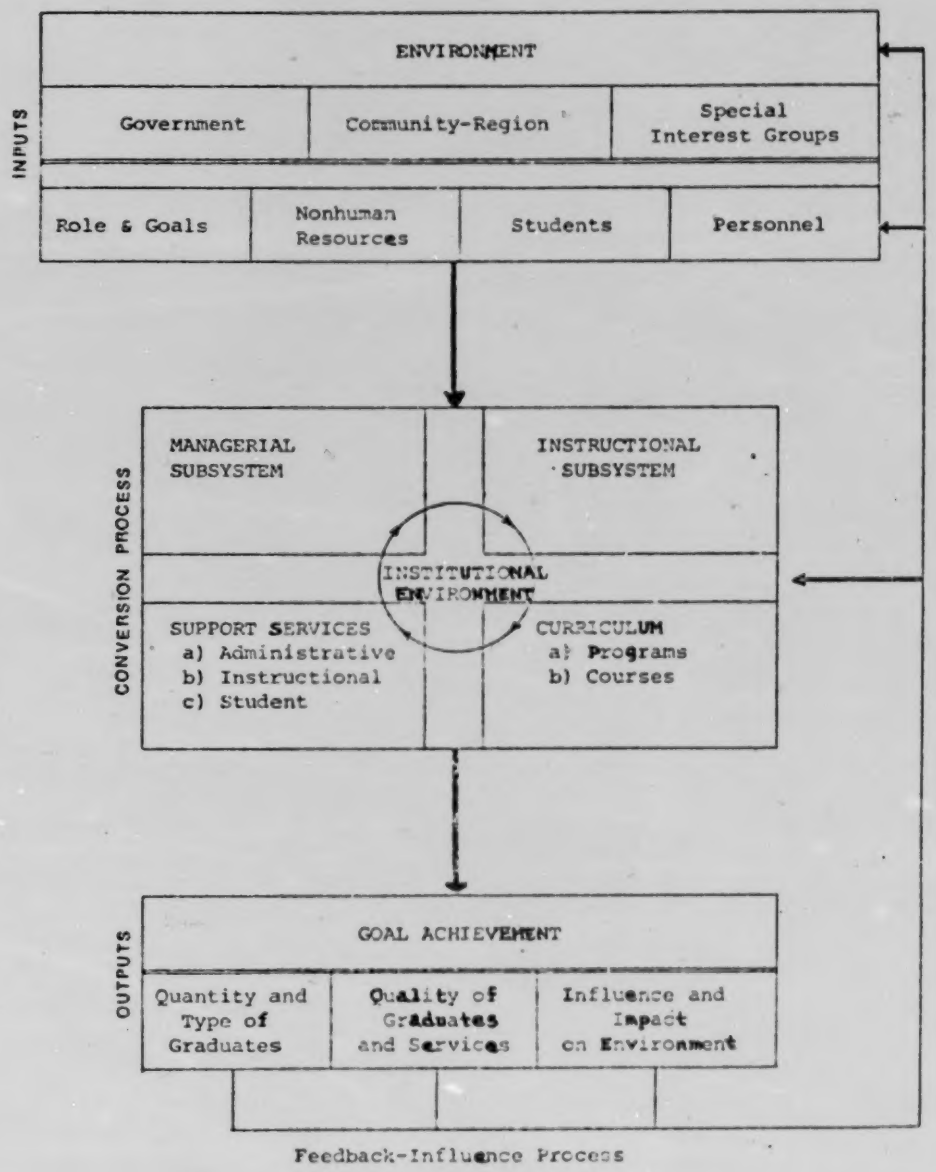
Moellenberg in "The Hazards of Academic Administration" (1976), points to reorganization to counter an inhibiting factor faced by institutions of higher education: the extreme complexity of the role that a modern administrator must play, together with "a rampant mistrust of authority" (Moellenberg, 1976:19). He continues, by stating:

> A difficult aspect of the job is that one must be so many things to so many people. The administrator must perform all types of functions, with the expectation that his efforts will be misrepresented or blown out of proportion (Moellenberg, 1976:19).

Moellenberg points out that there are few who will accept the principles of administration without complaint when the application works to their disadvantage. Each person, he says, holds the expectation that his circumstances justify an exception that will leave the principle inviolate. (Moellenberg, 1976).

and it is questionable whether an administration can successfully effect reorganization without the support of its faculty (Hiraok, 1975:372).

FIGURE C



Moellenberg follows this thought with the warning that

> If the administrator fails to see the matter in that light he is likely to be denounced as a rigid follower of rules without sensitivity to special needs. If he accedes to the request for an exception, he will be charged with discrimination or favoritism (Moellenberg, 1976:19).

Leaning in the direction of reorganization on a more participative group model, Moellenberg states:

> Faculty committees may need to gather evidence, hold hearings, and report out recommendations for faculty action on appropriate issues. Summaries of their proceedings could be sent to all faculty for consideration, followed by further debate in full assembly. This process might help to reduce confusion, discourage demagoguery, and encourage broader and more representative faculty participation in place of the gamesmanship of small groups. Hopefully, it could permit administrators to operate more effectively with regard for faculty concerns, at the same time making deep intrusions less likely from outside the university community. Moreover, matters handled in executive fashion would be less likely to threaten academic due process if there were provision for a separate advisory function....
>
> A common approach is to maintain the old structure and simply enlarge the number of participants. The futility of that approach rapidly becomes apparent...
>
> The only solution which would seem to permit such wide participation without the difficulties of decision-making in a large group, or the political rather than academic emphasis, would be a situation in which a small and carefully-trained group could collect information to be fed into the system. The ombudsman-like nature of the task, plus the need to relate to previously neglected portions of the university's public, would seem to dictate both rigorous training and intimate familiarity with the life styles of those to be represented (Moellenberg, 1976: 20-21).

In the foregoing, therefore, Moellenberg has added to the

previous findings of this report centering on both the need for a reorganization to a participative group model as well as the importance of such a model reflecting more realistically to the perceptions and needs of faculty members.

Richardson (1976) tells us that if we don't have an administrator who has "innovation" written into his job description, the "clods on the faculty are going to continue existing practices, ad infinitum" (Richardson, 1976:52). He reminds us that

> We are no longer building 50 new community colleges each year, nor are existing colleges faced with the prospect of increasing staff by 30 to 40 percent. With stability has come the opportunity for faculty and administrators to work together to strengthen programs. It should be apparent to even the most chauvinistic of community college advocates that it is one thing to describe a community college as an institution that values excellence in teaching, and quite another to achieve such excellence under the circumstances that were imposed on us by the rapid expansion of the 60s (Richardson, 1976:53).

For a college administration to fail to see the handwriting on the wall is to exercise "tunnel vision", which is described by Combs and Snygg in relationship to perception as:

> The narrowing of the phenomenal field when need is strongly affected has been called "tunnel vision," because the effect upon perception is very much like looking at an event through a tunnel or tube. The events at the end of the tunnel are clearly seen while surrounding events are blocked out of the field of vision. Because of this effect some perceptions are very clearly experienced. Other perceptions one might make in the periphery of vision if attention were not so closely oriented, however, become unavailable. While it is often a desirable and necessary thing to be able to concentrate upon a particular perception or series of perceptions, the narrowing of the field can also make it more difficult to perceive events from a broader perspective (Combs and Snygg, 1959:167).

In conclusion, if the comparative study of faculty and administrator perceptions proves to profile very dissimilar views, Central Florida Community College may be in serious trouble which might very well lead its faculty to pursue collective bargaining through membership in an external organization, or union. It is felt that it is not too late to remedy such a situation. Current thought as expressed in the literature points the way. Our administrators could profit from such thinking by understanding the sources of perceptual discrepancies (if they are found) and taking positive steps to reorganize the institution into a more participative group model.

PROCEDURES

The following procedures were followed in developing this practicum:

(1) A thirteen-question Likert Scale questionnaire was developed, patterned after questions found in a "Profile of Organizational Characteristics" (Richardson, etal, 1972:104-5). A copy of this questionnaire and the "Profile of Organizational Characteristics" appear as Appendix A to this report.

The questionnaire, designed to measure administrator and faculty attitudes and beliefs--perceptions--was validated by a "jury" of three CFCC personnel: the Dean of Student Affairs and two counselors. This jury validation was taught to Orlando II Cluster members by Dr. George Barton, of Nova University (Barton, 1975). The original questionnaire, a two-response instrument ("Generally YES" - "Generally NO"), was changed to the five-point Likert Scale as a result of the jury's review. "A Likert Scale is very effective and very easy to quantify" (Barton, 1975). The revised questionnaire proved acceptable to the jury.

(2) All faculty (N = 84) and all administrators (N = 17) were sent the questionnaire and asked to participate in the study on an anonymous basis. These groups were defined as follows:

(a) Top Administrators: to include the President, the Dean

of Academic Affairs, the Dean of Student Affairs, the Dean of Administrative Services, and the Assistant Dean for Academic Affairs (N = 5); Other Administrators: to include the four academic division directors, and the directors of counseling, library services, research and development, data processing, admissions and records, community services, and cooperative education and placement (N = 12). Total Administrator category: N = 17.

(b) Non-administrative Faculty: to include teaching faculty members of the Applied Sciences Division, the Basic Education Department, the Business and Social Sciences Division, the Fine Arts Division, the Natural Sciences Division and other certificated non-administrative faculty, i.e., counselors, librarians, data processing (N = 84).

Questionnaires were sent to a total of 101 CFCC personnel as distinguished in (a) and (b) above.

(3) As an assurance that each anonymous response was correctly designated, a color code was used by the researcher in addressing return envelopes for the responses, i.e., red capital letters represented Top Administrators; red capital and lower case letters represented Other Administrators; blue capital letters represented Natural Sciences Division faculty, etc.

(4) Percentage data was developed from all responses to the total instrument and also to each of the thirteen questions of the questionnaire. The data was used as follows:

(a) To compare responses of the faculty members with those

of top administrators and other administrators - for the total instrument and for each of the thirteen questions.

(b) To compare responses of each faculty sub-sample with those of the top administrators and other administrators.

(c) To compare the responses of the various other administrators with those of the top administrators.

(5) As in earlier accepted Nova practicum comparative studies, no statistical analysis procedures were employed other than the various percentage comparisons outlined above.

Inasmuch as the administration and faculty at CFCC had cooperated on other comparative studies done for Nova research practicums, it was felt that the procedures were feasible and practical for the investigation.

(6) In the few instances where respondents did not circle one of the five choices, it was felt that these were "yes and no" answers, which would coincide with the questionnaire's #3 response. Consequently, any such ambivalence was handled as a #3 response in tabulating the data.

(7) A provision for "Any additional comments you might like to make" was included in the questionnaire following the thirteen questions. If ambiguity or concern was felt by respondents while answering the questionnaire, they could, therefore, make note of such feelings.

(8) For interpretation purposes, data derived from the responses to the questionnaire was handled several ways:

(a) Percentage figures of YES and NO responses were developed, in which all #4 and #5 responses were combined as "Yes" responses and all #2 and #1 responses combined as "No" responses. The percentages of these responses for each of the three samples (Top Administrators, Other Administrators, and Faculty) were then presented in both table and graphic form.

(b) Percentage figures were graphed showing the percentages of each of the three samples responding 5, 4, 3, 2, or 1 to each of the thirteen questions.

(c) Percentage figures were graphed showing the percentages of each of the six faculty sub-samples responding 5, 4, 3, 2, or 1 to each of the thirteen questions.

Limitations

The following limitations were considered as this study was undertaken:

(1) The major limitation of the study was that it was to be based on a "mailed out" questionnaire's responses. A response of 80-90 percent is necessary in order to make valid interpretations of this type data (Kerlinger, 1966). With less than 80-90 percent response, the researcher is expected to attempt to learn something about the characteristics of the non-respondents (Kerlinger, 1966). Since all responses were to be anonymous, this follow-up would not be possible.

It should be noted, however, that although Kerlinger stresses a rigid 80-90 percent response as necessary, Nova University's Dr. George Barton in the Research Module (1975) emphasized that a questionnaire response of 40 percent or less would be insufficient. This 60 percent or more response obviously is not as rigid nor as demanding as that proposed by Kerlinger.

2. Despite a jury's validation of the questionnaire to be used in the study, a possible limitation existed that questions may be viewed as ambiguous and hard to define and answer.

3. Group "Top Administrators" and "Other Administrators" in the questionnaire's directions might cause some frustration if respondents perceived one group of administrators differently than they perceived the other.

(Note: Provision for "Any additional comments you might like to make" was included as part of the questionnaire, in consideration of #2 and #3 above.)

Basic Assumptions

In initiating the study, a number of assumptions were made. These assumptions--together with the rationale for them--are as follows:

1. It was assumed that inasmuch as CFCC is organized in the traditional, bureaucratic manner, there may be discrepancies expressed by faculty members and administrators regarding many of the questions.

As Combs and Snygg (1959:18) state, "People do not behave according to the facts as <u>others</u> see them. They behave according to

the facts as they see them." Closely-aligned is the statement made by Richardson, Bender, and Blocker (1972:70): "It is a well-known fact that administrative values do not always coincide with faculty values....faculty members tend to feel most administrators have and utilize far more power than they actually do."

If CFCC's existing organizational model -- the traditional, bureaucratic -- operates considerably as described by Richardson, Blocker, and Bender (1972), this study may give evidence that a less-than-desirable profile of organizational characteristics is perceived by faculty members. There may well be a distortion in communication, little understanding between superiors and subordinates, a faculty feeling of having little power to effect change, etc.

The faculty's perceptions may indicate similar feelings as those discovered by Dykes and reported by Richardson, Blocker, and Bender (1972): (1) that there is a marked discrepancy between the faculty's ideal role and its perception of its actual role; and (2) that the faculty's actual involvement in decision-making is basically focused on rather insignificant matters. Also, despite faculty involvement in committee work and others' awareness of it, faculty members may perceive as Richardson (1976) points out: since such committees are advisory to the president, recommendations are accepted by top administration only if they coincide with that group's feelings--otherwise, they are ignored.

(2) It was assumed that there may be discrepancies in the perceptions expressed by lower-level ("Other") administrators with those of top administrators regarding the questions.

Richardson, Blocker, and Bender (1972) tell us that among many disadvantages, a traditional, bureaucratic organizational model usually results in little understanding existing between superiors and subordinates. Since CFCC's "Other Administrators" are subordinate to the five "Top Administrators", this situation very possibly exists between these two groups. Some of these directors teach as much as 3/5 of their time and may well relate more to faculty perceptions than to administrator perceptions.

(3) It was assumed that there may be discrepancies in the perceptions expressed with the six faculty sub-samples in the study.

Each faculty sub-sample is subordinate to its own divisional administrator. Lines of communication and perceptions of being understood may well vary from area to area. The many references to perception by Combs and Snygg (1959) cited in the Background and Significance section of this report indicate such a possibility.

(4) It was assumed that should considerable perceptual discrepancies be found in the study, that it would be important for the administration to realize these discrepancies and attempt to re-develop the organizational structure accordingly in order to strengthen the objectives and goals of the college.

As Combs and Snygg (1959:19) state, "Many of the complex events we hope to understand and predict can only be dealt with

through an understanding of interrelationships." A comparative study of perceptions such as this could be an aid in this understanding.

Even though the administration may feel that the perceptions expressed by faculty members contain errors and/or illusions and not based in "reality", it is hoped that the administration would remember that to each individual "his phenomenal field is reality; it is the only reality he can know" (Combs and Snygg, 1959:21).

Better communication is possible as an institution detects differences in perceptions. Studying perceptual discrepancies, "we need only to learn to read behavior backwards in order to understand the perception" of others (Combs and Snygg, 1959:35).

"To produce change in behavior it will be necessary to produce some change in the individual's perceptual field....we will need to understand as clearly as possible, the factors controlling and limiting the processes of perceiving..." (Combs and Snygg, 1959:36).

As Richardson (1976) and Richardson, Blocker, and Bender (1972) point out: if dissatisfaction is felt by the faculty and not dealt with internally, collective bargaining through an external agency will be the only alternative. CFCC's faculty will voice its opinion on collective bargaining at its May 23 election (Bucha, 1977). "Collective bargaining is not inevitable in the future of our institutions but it is highly probable" (Richardson, 1976:59).

Authors such as Richardson, Blocker, Bender, Small, Hiraok, and Moellenberg, in recent journal articles and texts insist that reorganization from the traditional, bureaucratic model is vital for

institutions of higher education--including community colleges--as they have evolved.

As Laughlin and Lestrud (1976) conclude, the administration may become more aware that the faculty member's consideration should be an important variable in the decision-making process.

Hopefully, if discrepancies are prevelant, the administration will take counsel from Combs and Snygg's statement (1959:308) that, "It is...natural...to attempt to apply the methods with which we have been successful in the past to problems we meet in the present...(but) we fail to understand that different problems require quite different approaches."

It is hoped that administrators would heed Wayson's (1976) six misconceptions about leadership if perceptual discrepancies are proved. Perhaps his comments might reflect considerably to existing leadership strategies at CFCC.

5. It was assumed that the questionnaire would not be difficult to understand nor to complete and that anonymity would reduce any possible feelings of threat.

As stated in the procedures section, the instrument was validated by a three-member jury and changes were made prior to distributing the questionnaire.

6. It was assumed that a satisfactory percentage of return would be received to enable the researcher to validly interpret the data derived from the study.

RESULTS

Table 1 below presents distribution, response, and percentage information pertaining to the questionnaire used as the source of data for this study.

TABLE 1

RESPONSE DATA OF QUESTIONNAIRE DISTRIBUTION, RESPONSES RECEIVED AND PERCENTAGES OF RESPONSES

Group	Distribution	Responses	Percent
Top Administrators	5	5	100%
Other Administrators	12	10	83%
TOTAL ADMINISTRATORS	17	15	88%
Applied Science Faculty	28	21	75%
Basic Education Faculty	6	5	83%
Business & Social Sciences Faculty	11	6*	55%
Fine Arts Faculty	14	9	64%
Natural Sciences Faculty	14	9*	64%
Other Faculty	11	10*	91%
TOTAL FACULTY	84	60	68%
SUMMARY OF TOTAL DISTRIBUTION AND RESPONSE INFORMATION	101	75	74%

*One response in each of these 3 categories was received after the deadline and all data were processed. However, these responses would modify the results only slightly. For example, in the total faculty sample of all responses to all questions, the originally developed data was only slightly altered as shown below:

Response	#5	%	#4	%	#3	%	#2	%	#1	%
Original Data	91	12%	171	23%	244	33%	174	23%	61	8%
Data including late responses	101	13%	180	23%	258	33%	180	23%	61	8%

Table 2, pages 40 and 41, presents YES and NO responses as detailed in Procedure (8)(a) on page 30 of this report:

> Percentage figures of YES and NO responses were developed in which all #4 and #5 responses were combined as "YES" responses and all #2 and #1 responses combined as "NO" responses.

(See Appendix B to this report for supportive data for Table 2.)

Figures 1 and 2, pages 42 and 43, present the above YES and NO response information graphically, as indicated in Procedure (8)(a).

Table 2 and Figures 1 and 2 indicate with which of the six areas of governance each of the instrument's thirteen questions was concerned, i.e., Leadership, Motivation, Decision-Making, Communication, Interaction, or Goals.

As indicated in Procedure (6) on page 29 of this report:

> In the few instances where respondents did not circle any of the five choices, it was felt that these were "yes-and-no" answers, which would coincide with the questionnaire's #3 response. Consequently, any such ambivalence was handled as a #3 response in tabulating the data.

Figures 3-15, pages 44-50, report response data for each of the thirteen questions, as detailed in Procedure (8)(b) on page 30 of this report:

> Percentage figures were graphed showing the percentage of each of the three samples (Top Administrators, Other Administrators, and Faculty) responding 5,4,3,2, or 1 to each of the thirteen questions.

Figure 16, page 50, summarizes the responses for the <u>total</u> instrument for each of the three samples. (See Appendix C to this

report for supportive data.)

Figures 17-29, pages 51-57, graphically report percentage figures of each of the six faculty sub-samples responding 5,4,3,2, or 1 to each of the thirteen questions, as was detailed in Procedure (8)(c) on page 30.

As indicated in Procedure (7) on page 29, a provision for "Any additional comment you might like to make" was included in the questionnaire following the thirteen questions. All of these comments were recorded and are as follows:

Top Administrators: (No additional comments were made.)

Other Administrators: One academic Division Director stated, "I really had a difficult time with this, i.e., placing me in a category."

Faculty comments included:

--"Need to define 'reward'"
--"There are variable answers to above (questions) depending on area and administrative level."
--"I think we generally have a fine group of upper administrators, but I sometimes think they are completely oblivious to happenings on the lower levels!"
--"Too much time passes between the identification of problems and the resolution of these problems (faculty-staff related problems)."
--"I really have insufficient knowledge and experience at CFCC to give my answers a high degree of validity."
--"My comments (high) relate directly to my Division Director, rather than to those above him, as my dealings generally are with him."
--"There is an element of isolation between President/Deans and faculty. This is not to denote that this is disadvantageous."
--"Administrators are merely people. Some are anxious to administer, and are sympathetic to their resources. Others are merely content to not make any ripples, or disturb the status quo."

--"On #1, sometimes I would so absolutely. At other times, I think not at all." (Referring to Question #1: "Do you feel that the CFCC Administration shows considerable confidence in its faculty?")
--There is a difference between the various levels of administration. This makes answering these questions objectively impossible."

One faculty member added notations to various questions as follows:

--"Some do, Others do not." - to Questions #3, 7, 8, and 9.
(3. Does the administration actively seek faculty ideas and use them if they seem to be worthy ideas?
7. Does the administration actively seek and make use of faculty involvement in the administration of the college?
8. Does the administration encourage an upward-downward-and-lateral flow of communication rather than adhering strictly to a downward flow?
9. Does the administration have sufficient knowledge about the problems faced by its faculty?)
--Regarding Question #2: Do faculty members feel free to talk to the administration about their jobs?: "With some, yes; with others, no."
--Regarding Question #6: Does the administration use rewards in dealing with its faculty?: "Rubber stamps and yes guys seem to do o.k."
--Regarding Question #12: Does the interaction between the administration and faculty have a high degree of confidence and trust on both sides?: "This is a moot question."
--Regarding Question #13: Do most faculty members avoid covert resistance to the goals of the college?: "I can speak only for myself."

TABLE 2

Percentage of YES (#5 & 4) and NO (#2 & 1) Responses to Questions Pertaining to Six Areas of College Governance at Central Florida Community College

	QUESTION	"YES" RESPONSES *			"NO" RESPONSES *		
		Top Admin.	Other Admin.	Faculty	Top Admin.	Other Admin.	Faculty
LEADERSHIP	1. Do you feel CFCC's administration shows considerable confidence in its faculty?	100%	70%	67%	0%	10%	15%
LEADERSHIP	2. Do faculty members feel free to talk to the administration about their jobs?	100%	40%	38%	0%	0%	25%
LEADERSHIP	3. Does the administration actively seek & use faculty ideas if they seem to be worthy?	100%	50%	23%	0%	20%	36%
MOTIVATION	4. Does the administration avoid the use of threats in dealing with its faculty?	100%	100%	69%	0%	0%	10%
MOTIVATION	5. Does the administration avoid punishment in dealing with its faculty?	100%	90%	71%	0%	10%	10%
MOTIVATION	6. Does the administration use rewards in dealing with its faculty?	0%	10%	7%	40%	50%	63%
DECISION-MAKING	7. Does the administration actively seek & use faculty involvement in the college's administration?	80%	50%	22%	0%	10%	46%
DECISION-MAKING	11. Does the administration actively involve faculty in making decisions related to the work of the faculty?	100%	40%	28%	0%	0%	40%

(Continued on next page)

TABLE 2 - continued

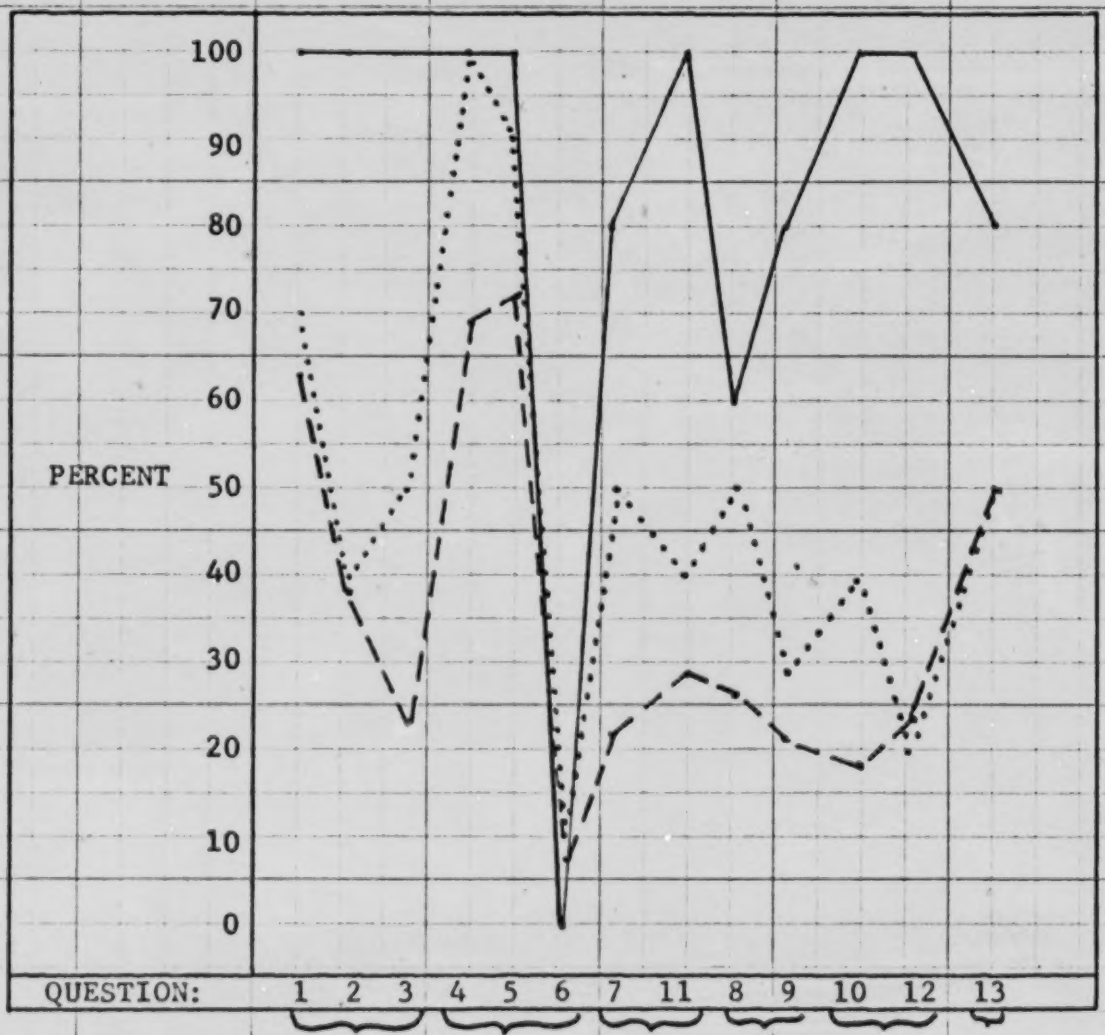
	QUESTION	"YES" RESPONSES			"NO" RESPONSES		
		Top Admin.	Other Admin.	Faculty	Top Admin.	Other Admin.	Faculty
COMMUNICATION	8. Does the administration encourage an upward-downward-and- lateral flow of communication rather than adhering strictly to a downward flow?	60%	50%	26%	0%	20%	43%
	9. Does the administration have sufficient knowledge about the problems faced by faculty?	80%	30%	22%	0%	20%	40%
INTERACTION	10. Does the administration encourage interaction by its faculty relative to the governance of the college?	100%	40%	18%	0%	20%	39%
	12. Does the interaction between the administration and faculty have a high degree of confidence and trust on both sides?	100%	20%	23%	0%	50%	34%
GOALS	13. Do most faculty members avoid covert resistance to the goals of the college?	80%	50%	50%	0%	20%	14%

* Data based on the following questionnaire response:

Group	Respondents	Percentage
Top Administrators	5	100%
Other Administrators	10	83%
Teaching & Other Faculty	57	68%

FIGURE 1

Percentage of YES (#5 & 4) Responses
to Questions Pertaining to Six Areas of College Governance
at Central Florida Community College

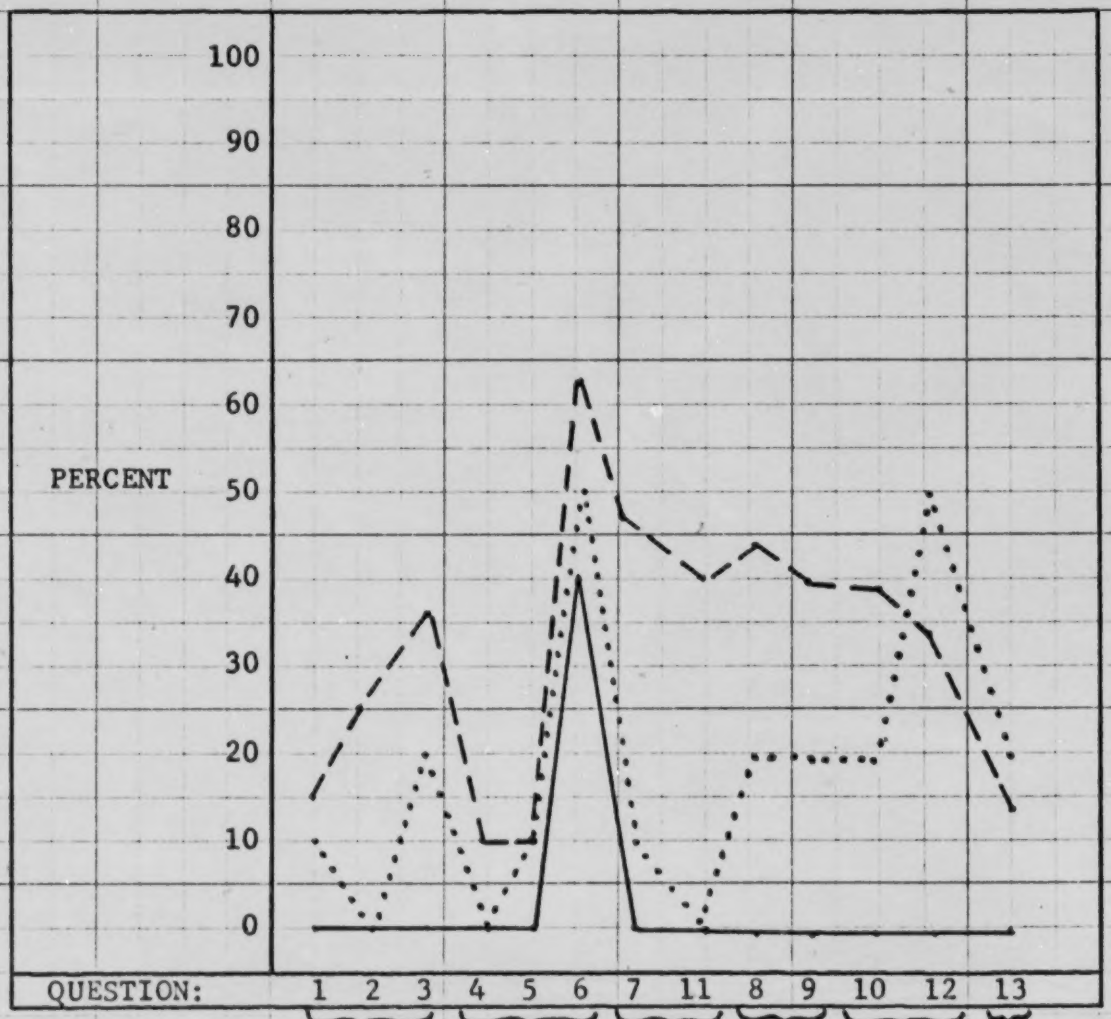


LEADERSHIP: #1, 2, & 3
MOTIVATION: #4, 5, & 6
DECISION-MAKING: #7 & 11
COMMUNICATION: #8 & 9
INTERACTION: #10 & 12
GOALS: #13

KEY: ——— Top Administrators
····· Other Administrators
– – – – Faculty

FIGURE 2

Percentage of NO (#2 & 1) Responses
to Questions Pertaining to Six Areas of College Governance
at Central Florida Community College



LEADERSHIP: #1, 2, & 3
MOTIVATION: #4, 5, & 6
DECISION-MAKING: #7 & 11
COMMUNICATION: #8 & 9
INTERACTION: #10 & 12
GOALS: #13

KEY: ——— Top Administrators
..... Other Administrators
– – – Faculty

FIGURE 3

RESPONSE DATA - Question #1: Do you feel that the CFCC Administration shows considerable confidence in its faculty?

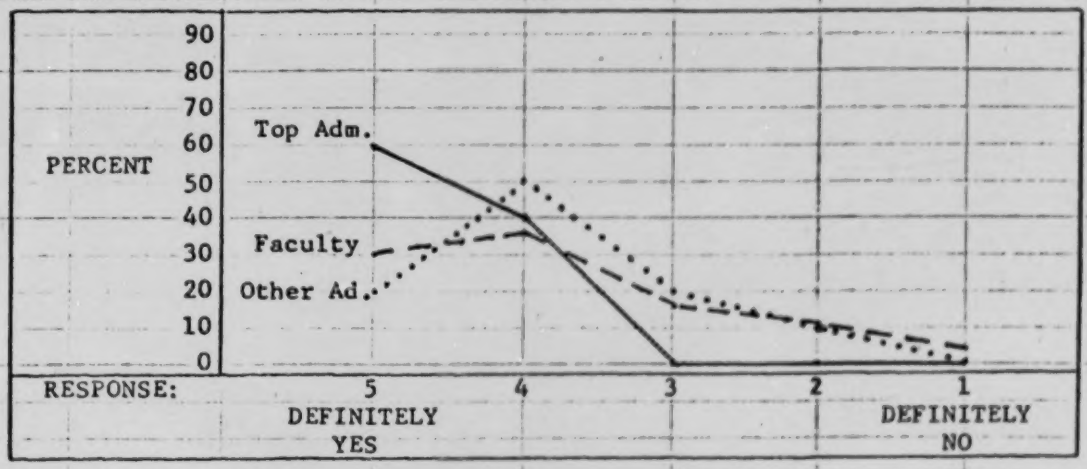


FIGURE 4

RESPONSE DATA - Question #2: Do faculty members feel free to talk to the administration about their jobs?

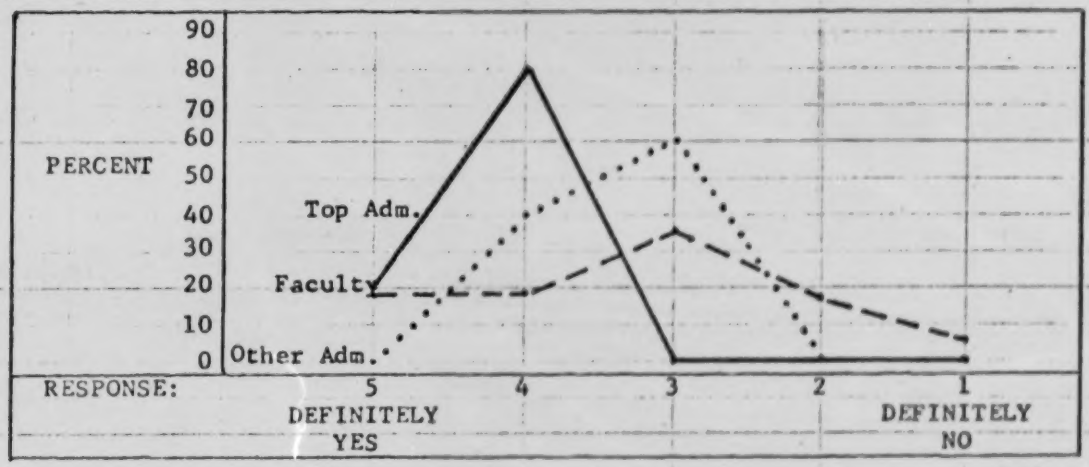


FIGURE 5

RESPONSE DATA - Question #3: Does the administration actively seek faculty ideas & use them if they seem to be worthy ideas?

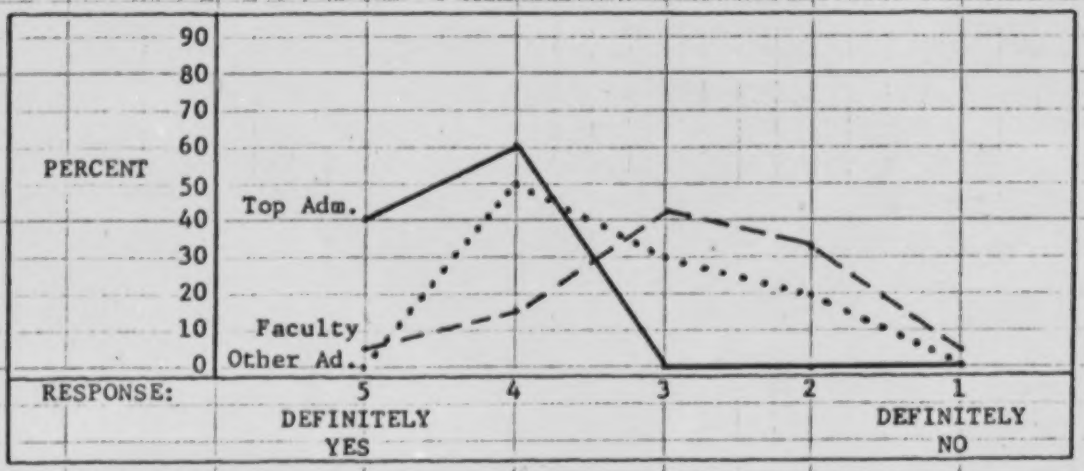


FIGURE 6

RESPONSE DATA - Question #4: Does the administration avoid the use of threats in dealing with its faculty?

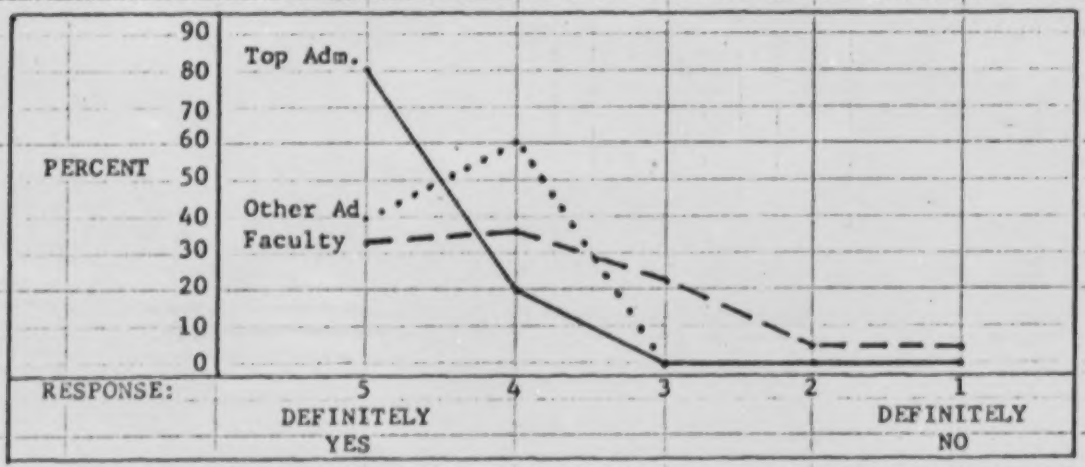


FIGURE 7

RESPONSE DATA - Question #5: Does the administration avoid the use of punishment in dealing with its faculty?

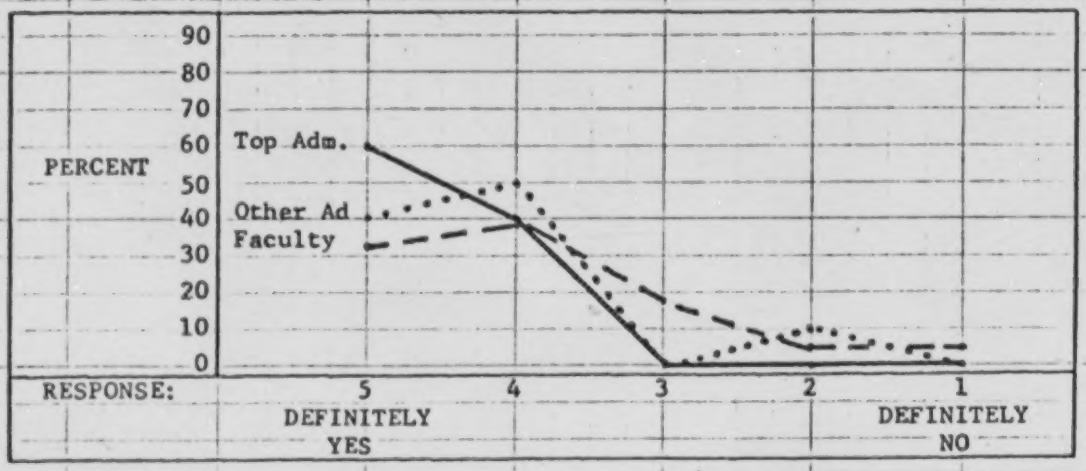


FIGURE 8

RESPONSE DATA - Question #6: Does the administration use rewards in dealing with its faculty?

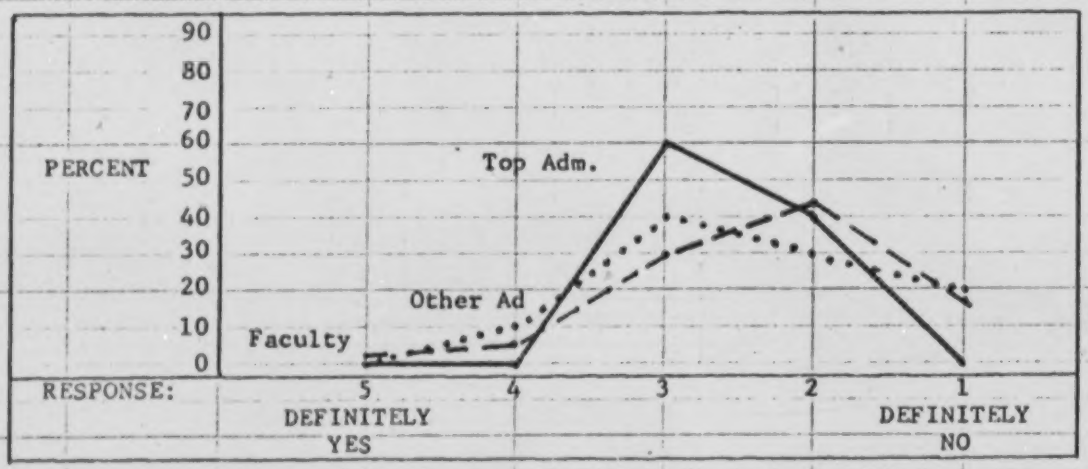


FIGURE 9

RESPONSE DATA - Question #7: Does the administration actively seek and make use of faculty involvement in the administration of the college?

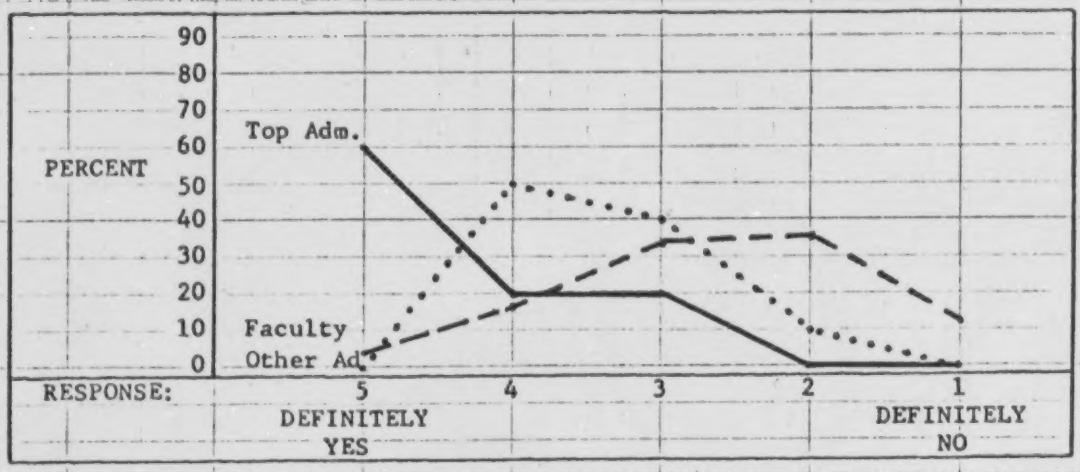


FIGURE 10

RESPONSE DATA - Question #8: Does the administration encourage an upward-downward-and-lateral flow of communication rather than adhering strictly to a downward flow?

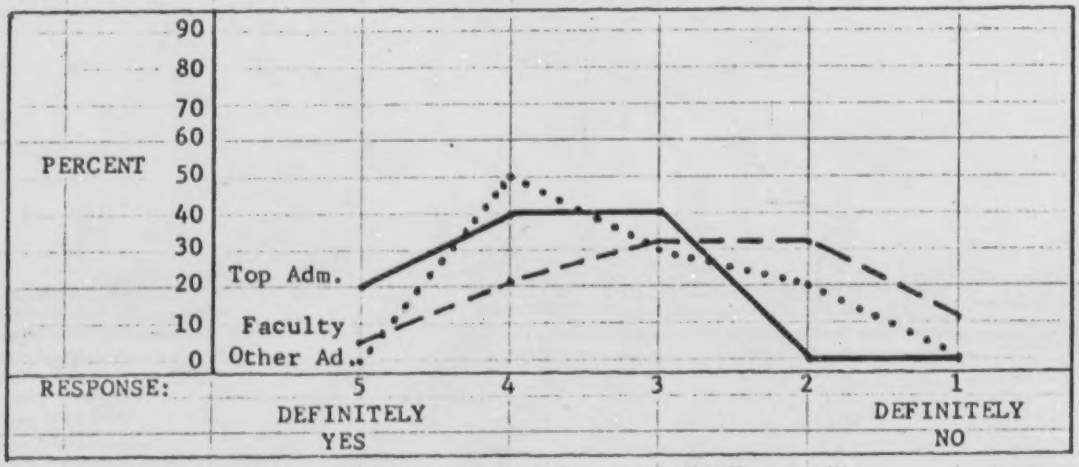


FIGURE 11

RESPONSE DATA - Question #9: Does the administration have sufficient knowledge about the problems faced by its faculty?

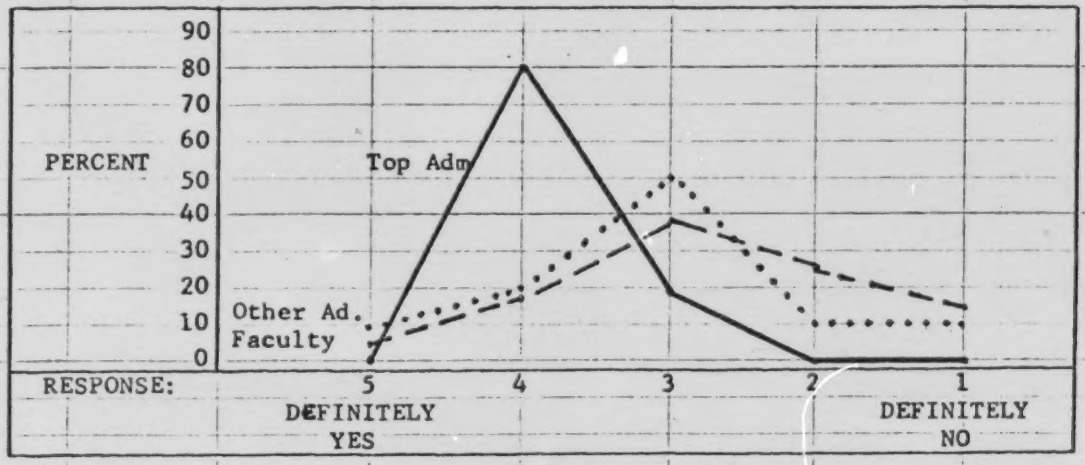


FIGURE 12

RESPONSE DATA - Question #10: Does the administration encourage interaction by its faculty relative to the governance of the college?

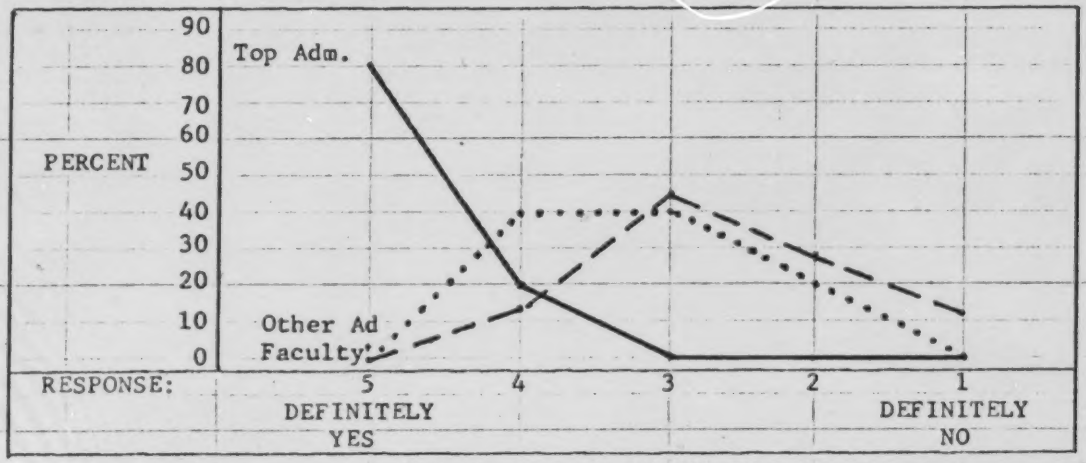


FIGURE 13

RESPONSE DATA - Question #11: Does the administration actively involve its faculty in making decisions related to the work of the faculty?

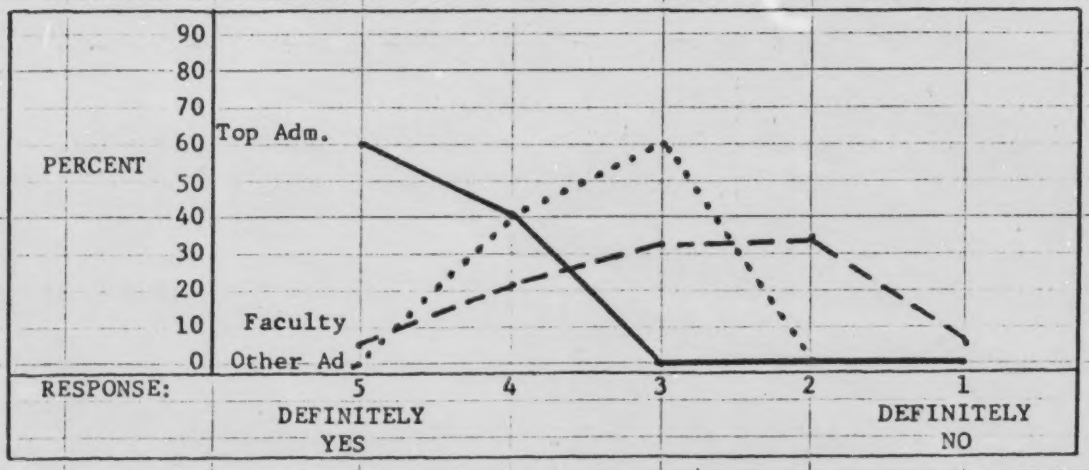


FIGURE 14

RESPONSE DATA - Question #12: Does the interaction between the administration and faculty have a high degree of confidence and trust on both sides?

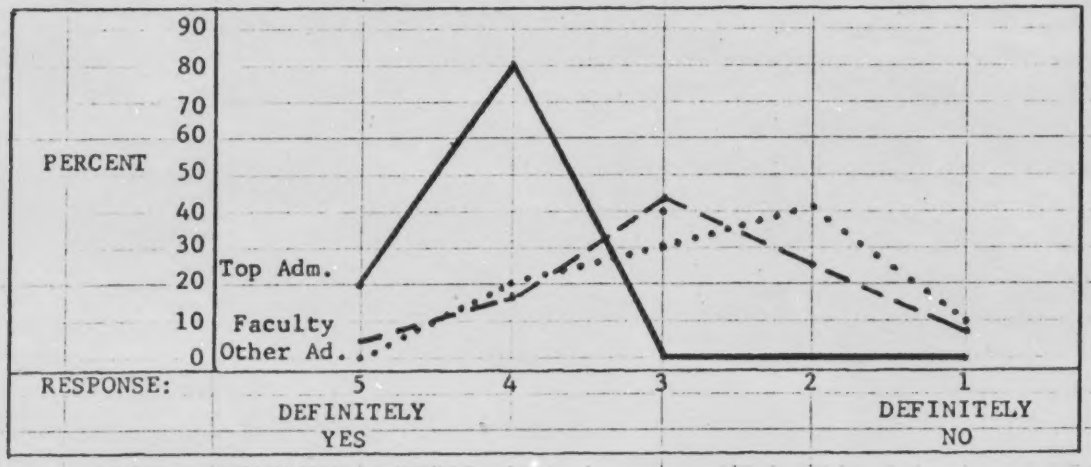


FIGURE 15

RESPONSE DATA - Question #13: Do most faculty members avoid covert resistance to the goals of the college?

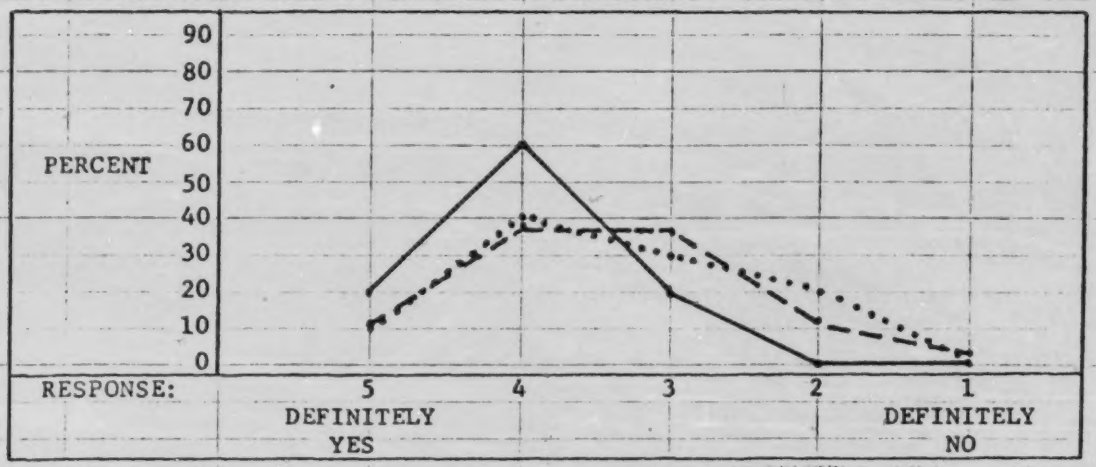


FIGURE 16

RESPONSE DATA - Summary of Percentages Expressed to Total Instrument including ALL Questions

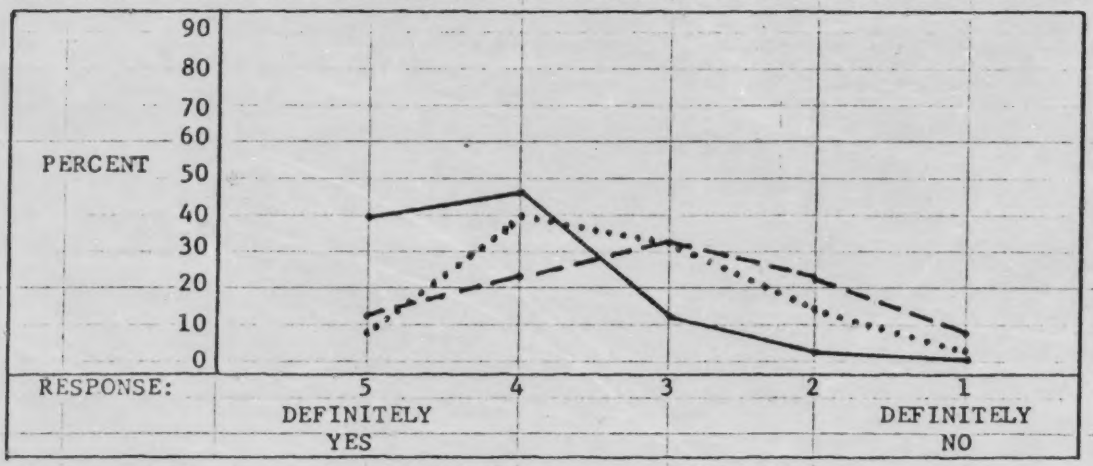


FIGURE 17
RESPONSE DATA OF SIX FACULTY SUB-SAMPLES TO QUESTION #1: Do you feel that the CFCC Administration shows considerable confidence in its faculty?

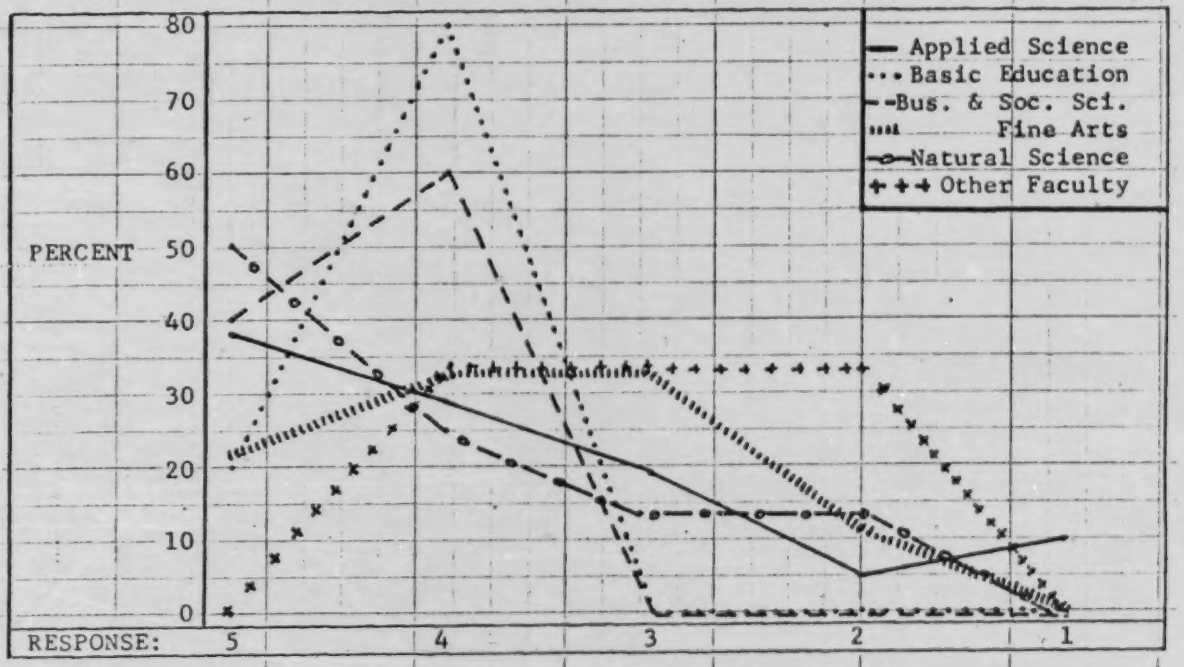


FIGURE 18
RESPONSE DATA OF SIX FACULTY SUB-SAMPLES TO QUESTION #2: Do faculty members feel free to talk to the administration about their jobs?

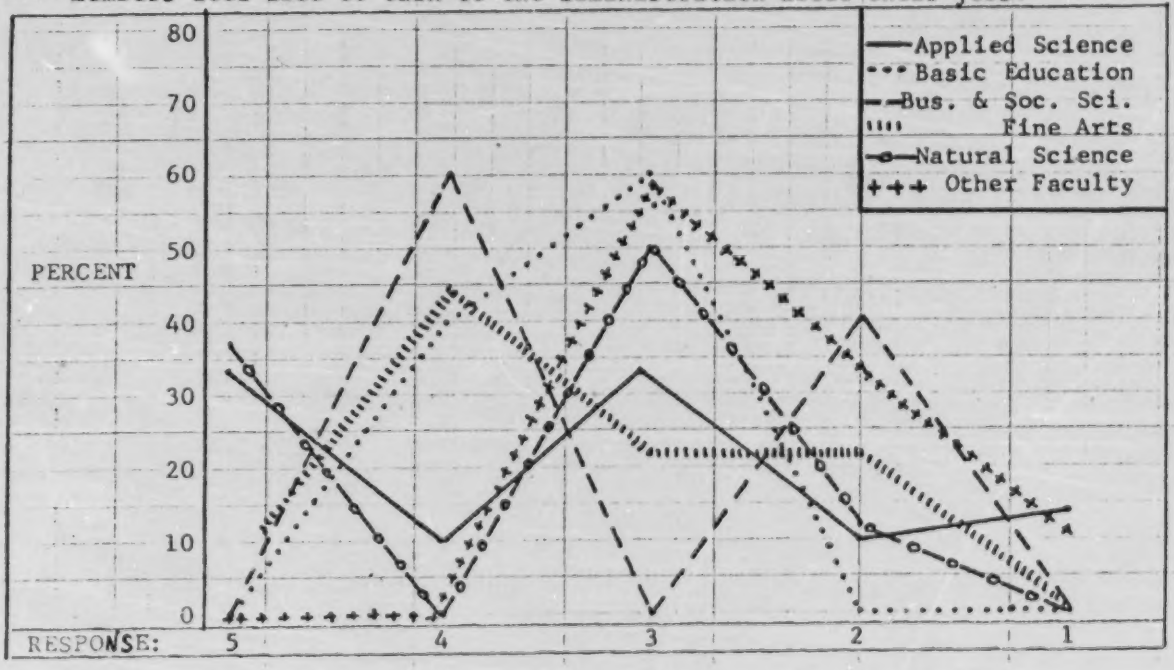


FIGURE 19
RESPONSE DATA OF SIX FACULTY SUB-SAMPLES TO QUESTION #3: Does the administration actively seek faculty ideas & use them if they seem to be worthy?

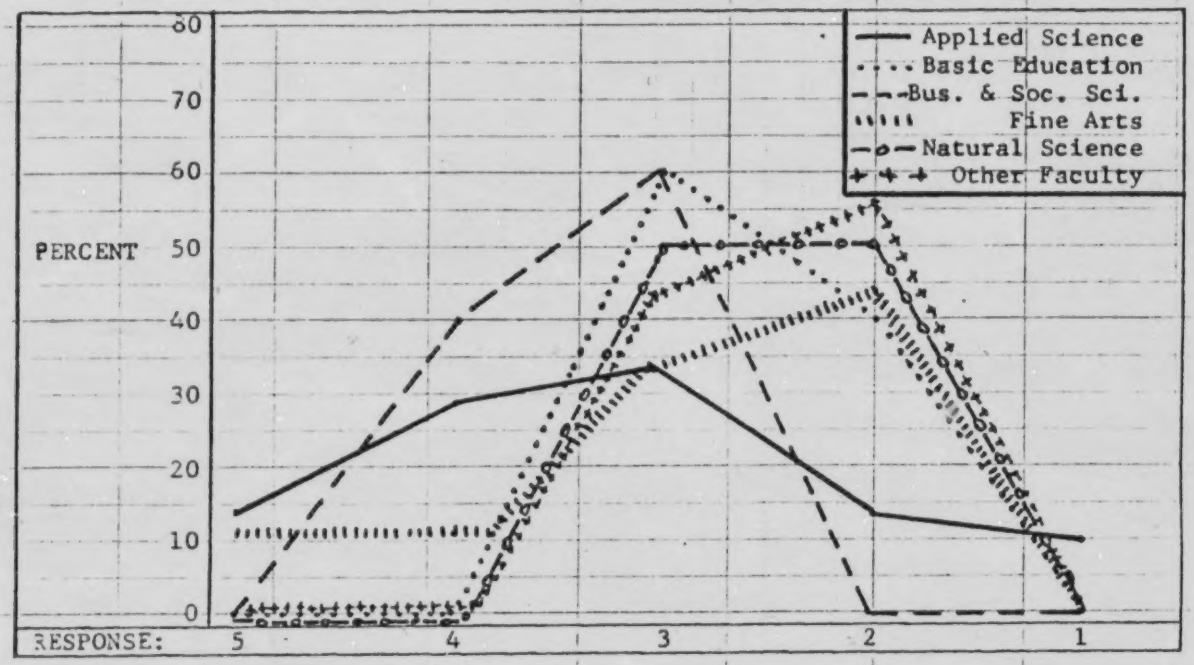


FIGURE 20
RESPONSE DATA OF SIX FACULTY SUB-SAMPLES TO QUESTION #4: Does the administration avoid the use of threats in dealing with its faculty?

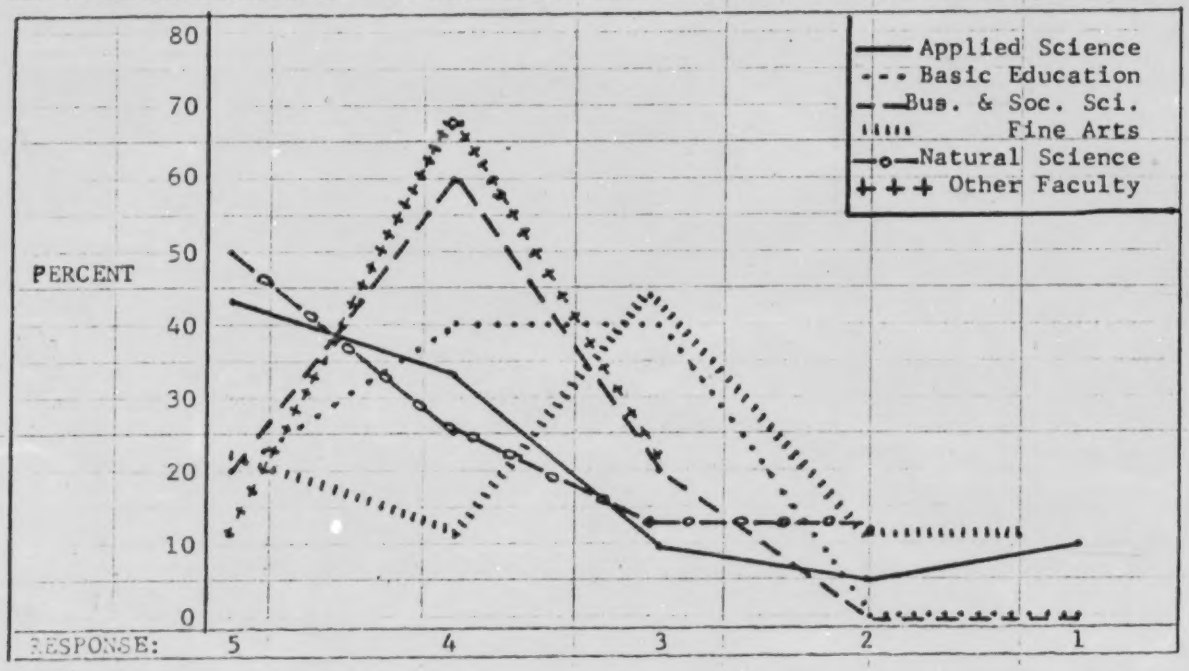


FIGURE 21
RESPONSE DATA OF SIX FACULTY SUB-SAMPLES TO QUESTION #5: Does the administration avoid the use of punishment in dealing with its faculty?

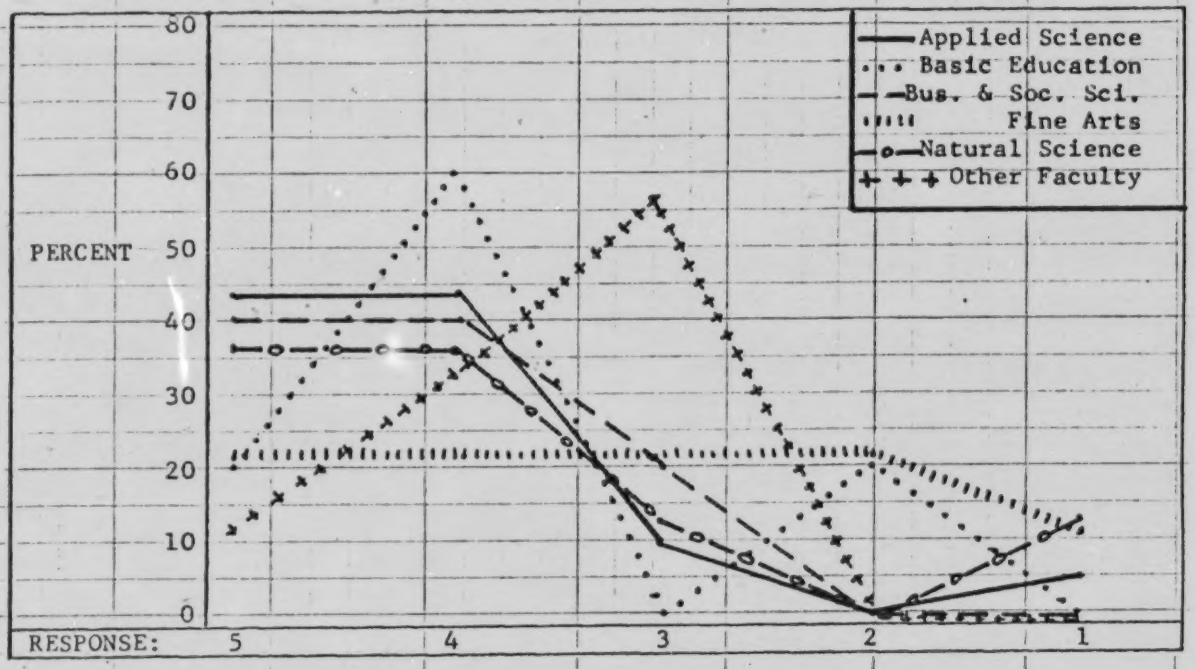


FIGURE 22
RESPONSE DATA OF SIX FACULTY SUB-SAMPLES TO QUESTION #6: Does the administration use rewards in dealing with its faculty?

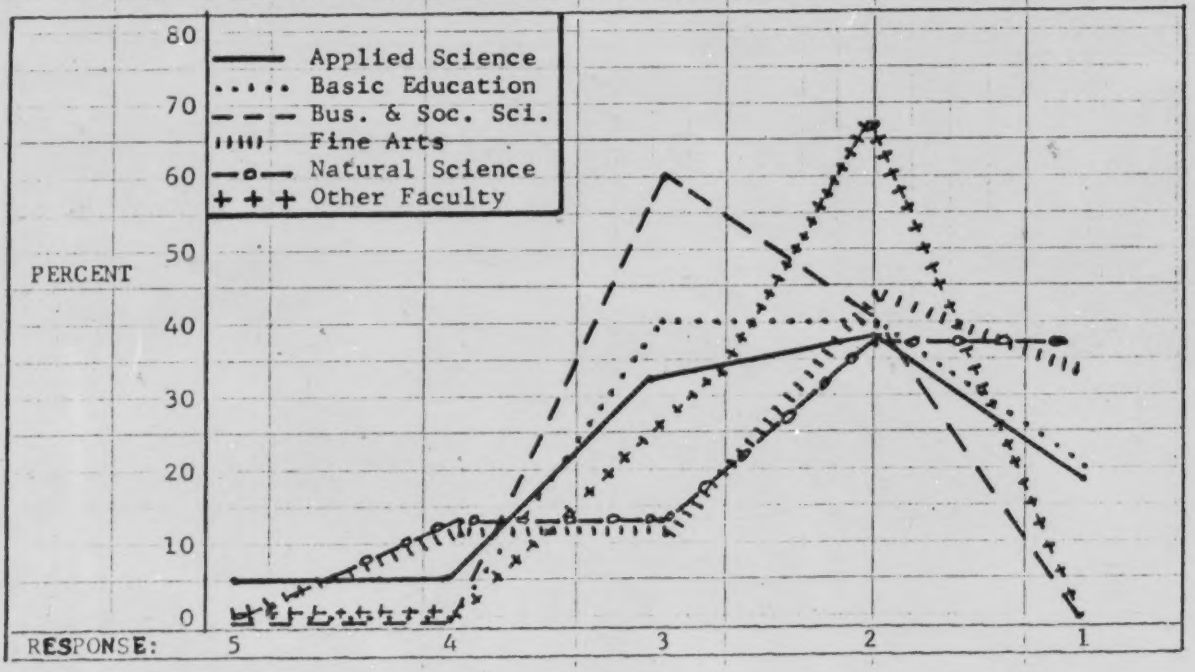


FIGURE 23
RESPONSE DATA OF SIX FACULTY SUB-SAMPLES TO QUESTION #7: Does the administration actively seek & use faculty involvement in college administration?

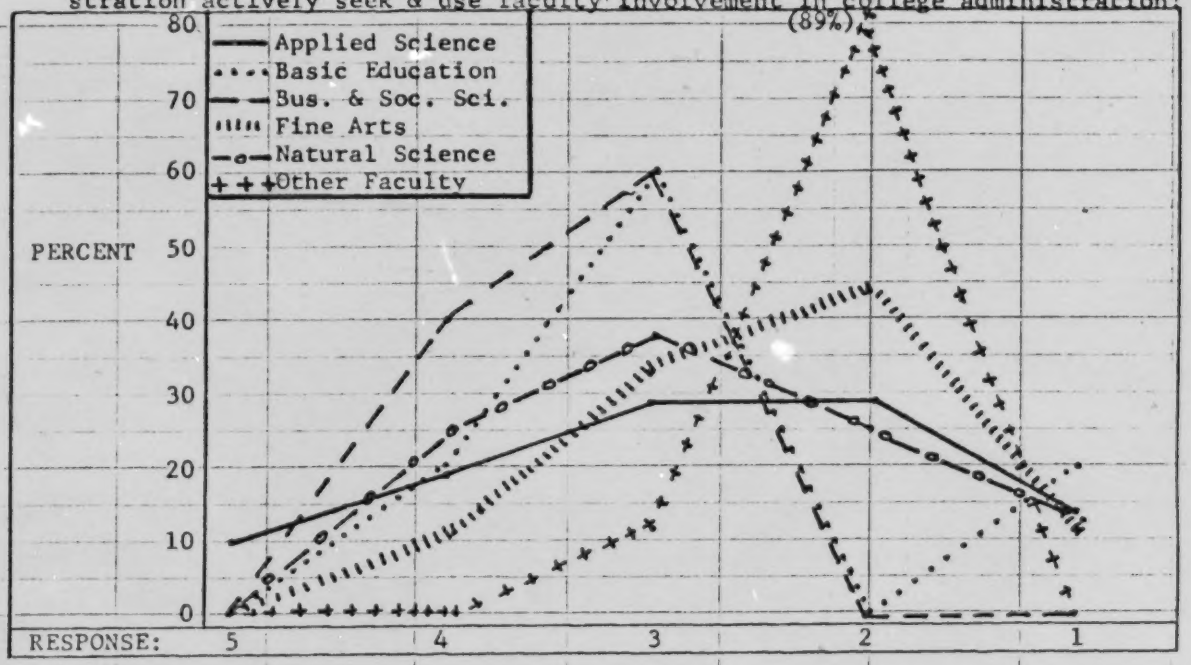


FIGURE 24
RESPONSE DATA OF SIX FACULTY SUB-SAMPLES TO QUESTION #8: Does the administration encourage upward-downward-lateral flow of communication...

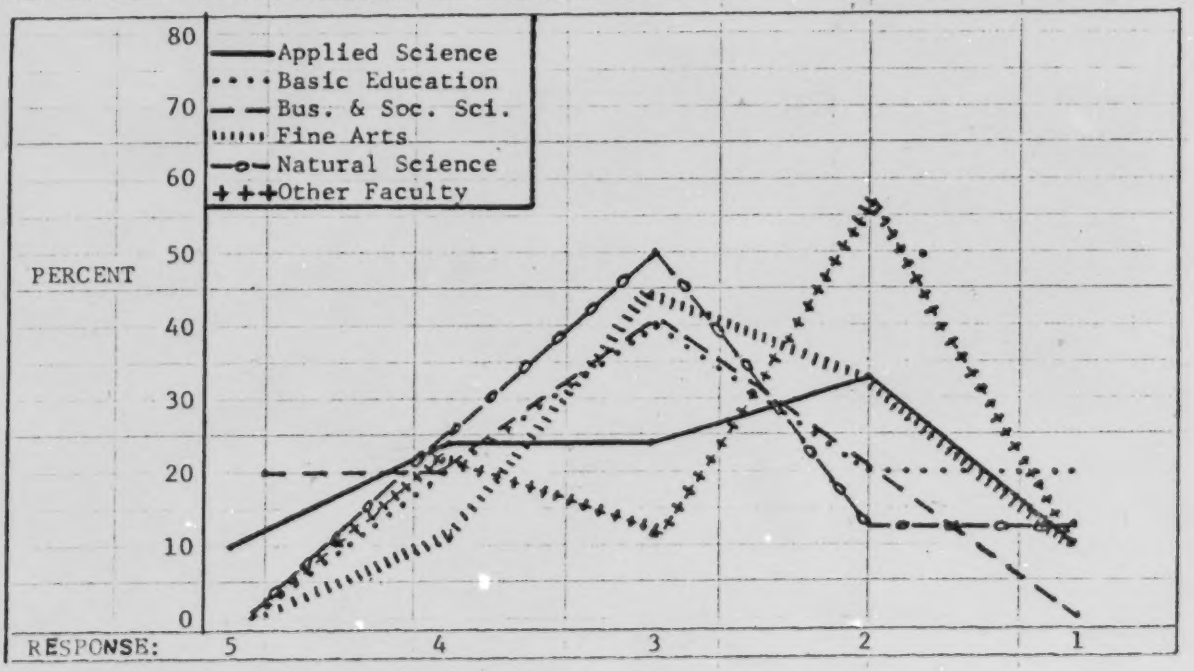


FIGURE 25
RESPONSE DATA OF SIX FACULTY SUB-SAMPLES TO QUESTION #9: Does the admin. have sufficient knowledge about the problems faced by its faculty?

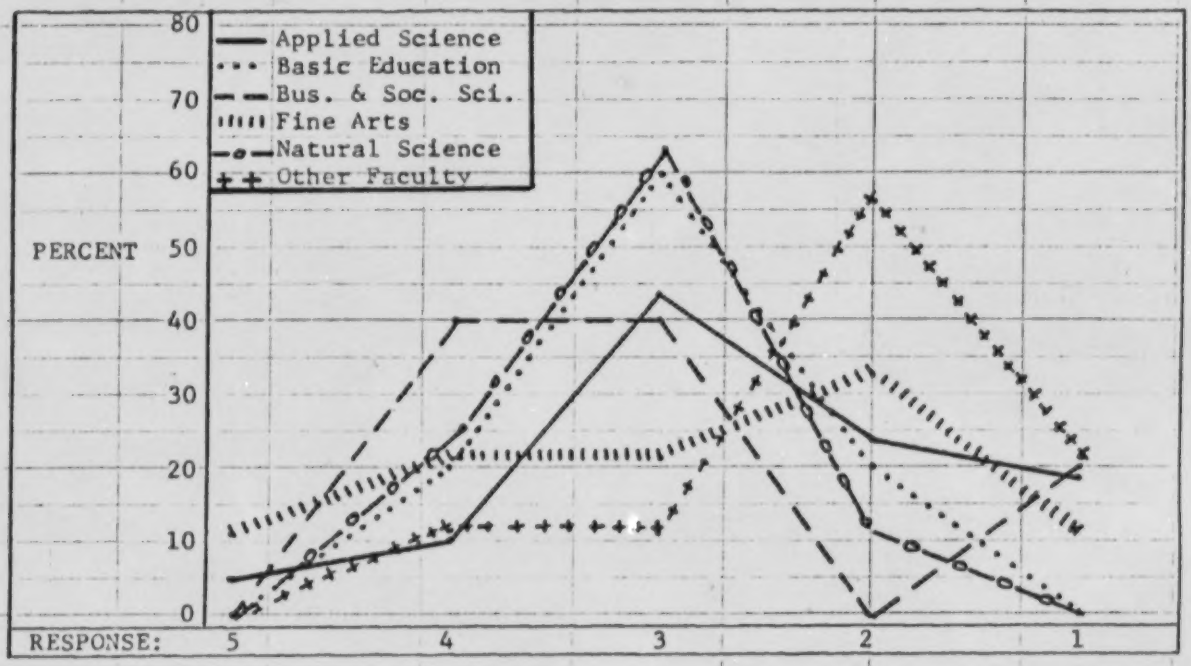


FIGURE 26
RESPONSE DATA OF SIX FACULTY SUB-SAMPLES TO QUESTION #10: Does the administration encourage faculty interaction relative to governance of college?

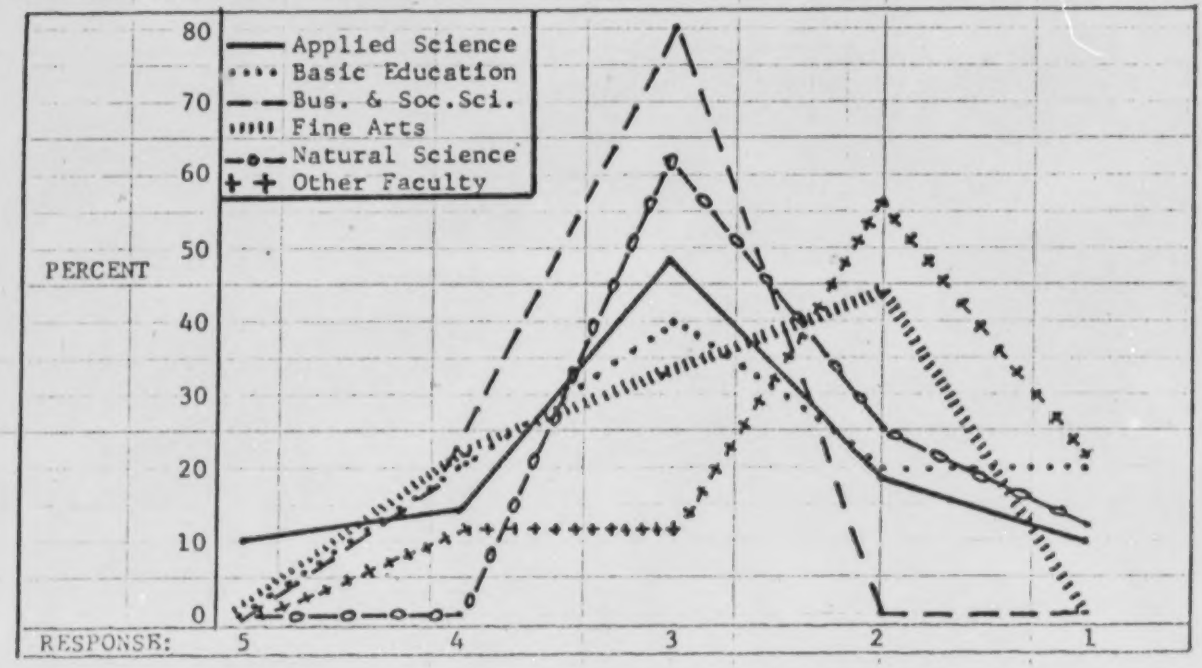


FIGURE 27
RESPONSE DATA OF SIX FACULTY SUB-SAMPLES TO QUESTION #11: Does administration actively involve faculty in decision-making related to work of faculty

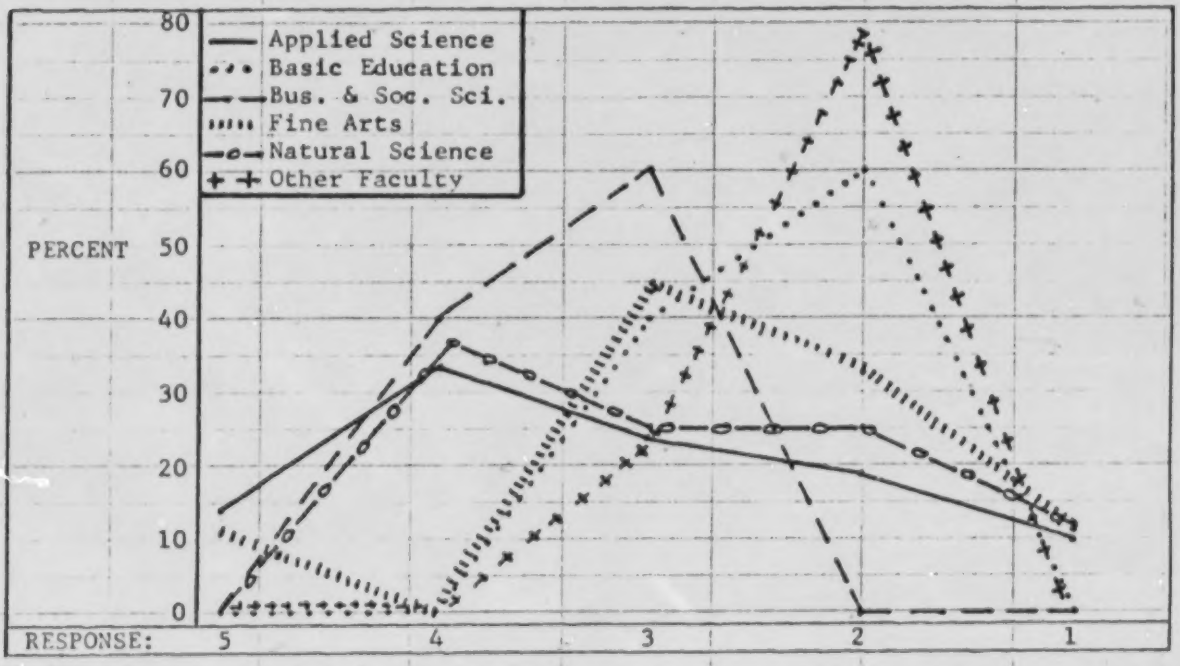


FIGURE 28
RESPONSE DATA OF SIX FACULTY SUB-SAMPLES TO QUESTION #12: Does interaction between admin. & faculty have high degree of confidence & trust on both sides?

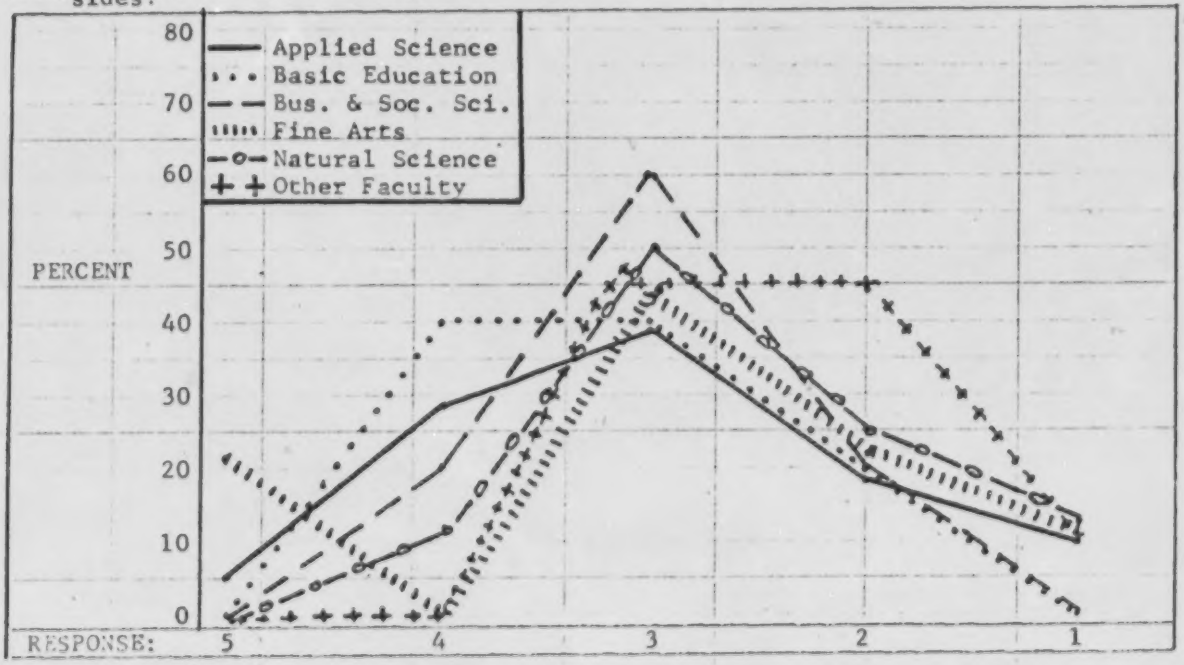


FIGURE 29
RESPONSE DATA OF SIX FACULTY SUB-SAMPLES TO QUESTION #13: Do most faculty members avoid covert resistance to the goals of the college?

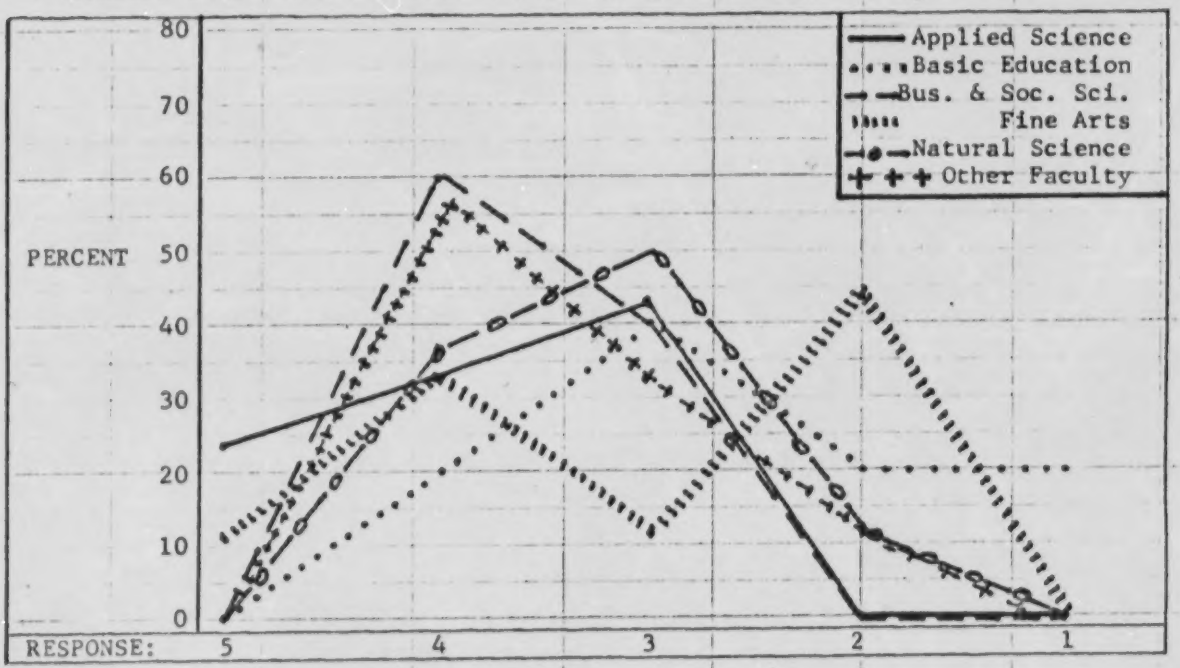


Table 3 below summarizes percentage differences between the percentage of Top Administrators making YES responses (#4 and 5) and the percentages of Other Administrators and Faculty Members making YES responses. Figure 30, on the following page, graphically presents this information.

TABLE 3

PERCENTAGE DIFFERENCES BETWEEN TOP ADMINISTRATORS' YES (#4 & 5) RESPONSES AND YES RESPONSES OF OTHER ADMINISTRATORS AND FACULTY*

	OTHER ADMINISTRATORS	FACULTY
Re: Leadership		
Question #1	-30%	-33%
Question #2	-60%	-62%
Question #3	-50%	-77%
Re: Motivation		
Question #4	0	-31%
Question #5	-10%	-29%
Question #6	+10%	+7%
Re: Decision-Making		
Question #7	-50%	-78%
Question #11	-60%	-72%
Re: Communication		
Question #8	-10%	-34%
Question #9	-50%	-58%
Re: Interaction		
Question #10	-60%	-82%
Question #12	-80%	-77%
Re: Goals		
Question #13	-30%	-30%

*Data from Table 2, pages 40-41

FIGURE 30

PERCENTAGE DIFFERENCES BETWEEN TOP ADMINISTRATORS' YES (#4 & 5) RESPONSES AND YES RESPONSES OF OTHER ADMINISTRATORS AND FACULTY

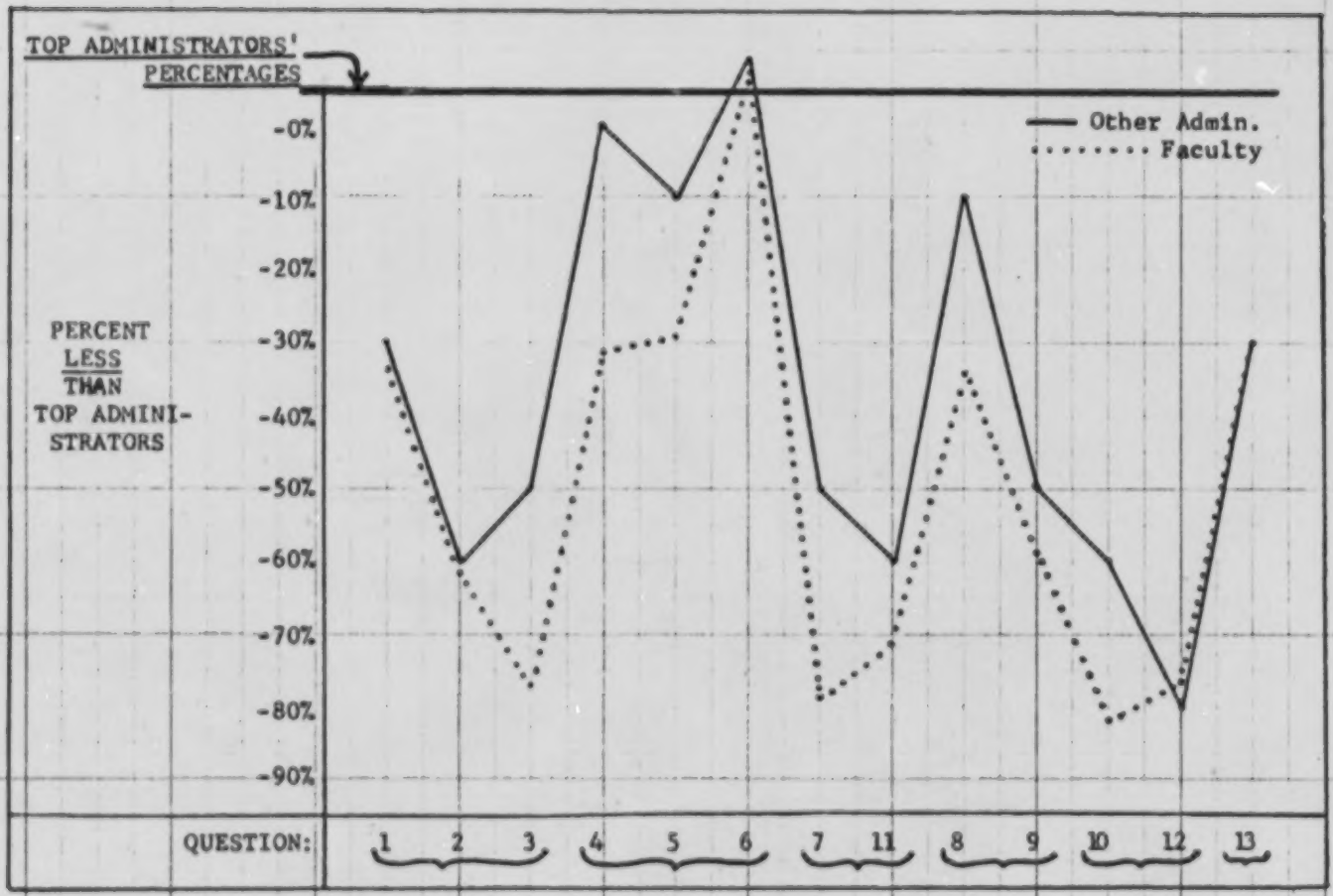


Table 4 below summarizes the percentage differences between the percentage of Top Administrators making NO responses (#2 and 1) and the percentages of Other Administrators and Faculty members making NO responses. Figure 31, on the following page, graphically presents this information.

TABLE 4

PERCENTAGE DIFFERENCES BETWEEN TOP ADMINISTRATORS' NO (#2 & 1) RESPONSES AND NO RESPONSES OF OTHER ADMINISTRATORS AND FACULTY*

	OTHER ADMINISTRATORS	FACULTY
Re: Leadership		
Question #1	+10%	+15%
Question #2	0	+25%
Question #3	+20%	+36%
Re: Motivation		
Question #4	0	+10%
Question #5	+10%	+10%
Question #6	+10%	+23%
Re: Decision-Making		
Question #7	+10%	+46%
Question #11	0	+40%
Re: Communication		
Question #8	+20%	+43%
Question #9	+20%	+40%
Re: Interaction		
Question #10	+20%	+39%
Question #12	+50%	+34%
Re: Goals		
Question #13	+20%	+14%

*Data from Table 2, pages 40-41

FIGURE 31

PERCENTAGE DIFFERENCES BETWEEN TOP ADMINISTRATORS' NO (#2 & 1) RESPONSES AND NO RESPONSES OF OTHER ADMINISTRATORS AND FACULTY

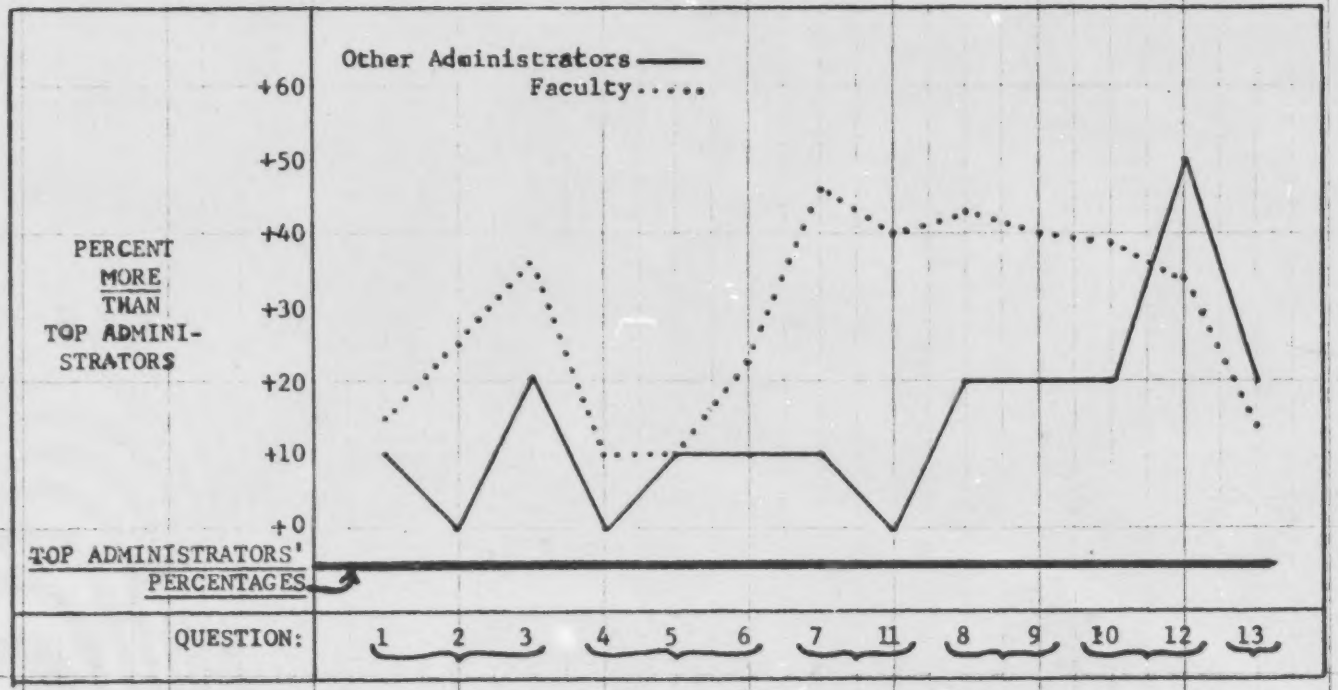


Table 5 below presents the means for each group sampled for each of the thirteen questions pursued by the study. Table 5 also shows the differences from the Top Administrator's means for both the Other Administration and Faculty groups.

TABLE 5

RESPONSE MEANS OF THE THREE SAMPLED GROUPS
FOR EACH OF THE 13 QUESTIONS; AND
THE DIFFERENCE FROM THE TOP ADMINISTRATORS' MEANS
OF OTHER ADMINISTRATORS & FACULTY*

QUESTION		TOP ADMINISTRATORS	OTHER ADMINISTRATORS		FACULTY	
		$\bar{X}$	$\bar{X}$	Diff.	$\bar{X}$	Diff.
Leadership	1	4.6	3.8	- .8	3.8	- .8
	2	4.2	3.4	- .8	3.3	- .9
	3	4.4	3.3	-1.1	2.9	-1.5
Motivation	4	4.8	4.4	- .4	3.8	-1.0
	5	4.6	4.2	- .4	3.9	- .7
	6	2.6	2.4	- .2	2.3	- .3
Dec. Mak'g	7	4.4	3.4	-1.0	2.7	-1.7
	11	4.6	3.4	-1.2	2.9	-1.7
Comm-unicatio	8	3.8	3.3	- .5	2.8	-1.0
	9	3.8	3.1	- .7	2.7	-1.1
Inter-Act.	10	4.8	3.2	-1.6	2.7	-2.1
	12	4.2	2.6	-1.6	2.9	-1.3
Goals	13	4.0	3.4	- .6	3.4	- .6
		*Data from Appendix B to this report				

Figure 32 on the following page graphically presents a comparison of the differences of the means of Other Administrators and Faculty from the means of the Top Administrators for each of the questions.

FIGURE 32

A COMPARISON OF THE DIFFERENCES OF THE MEANS OF OTHER ADMINISTRATORS AND FACULTY MEMBERS FOR EACH OF THE 13 QUESTIONS FROM THE MEANS OF TOP ADMINISTRATORS

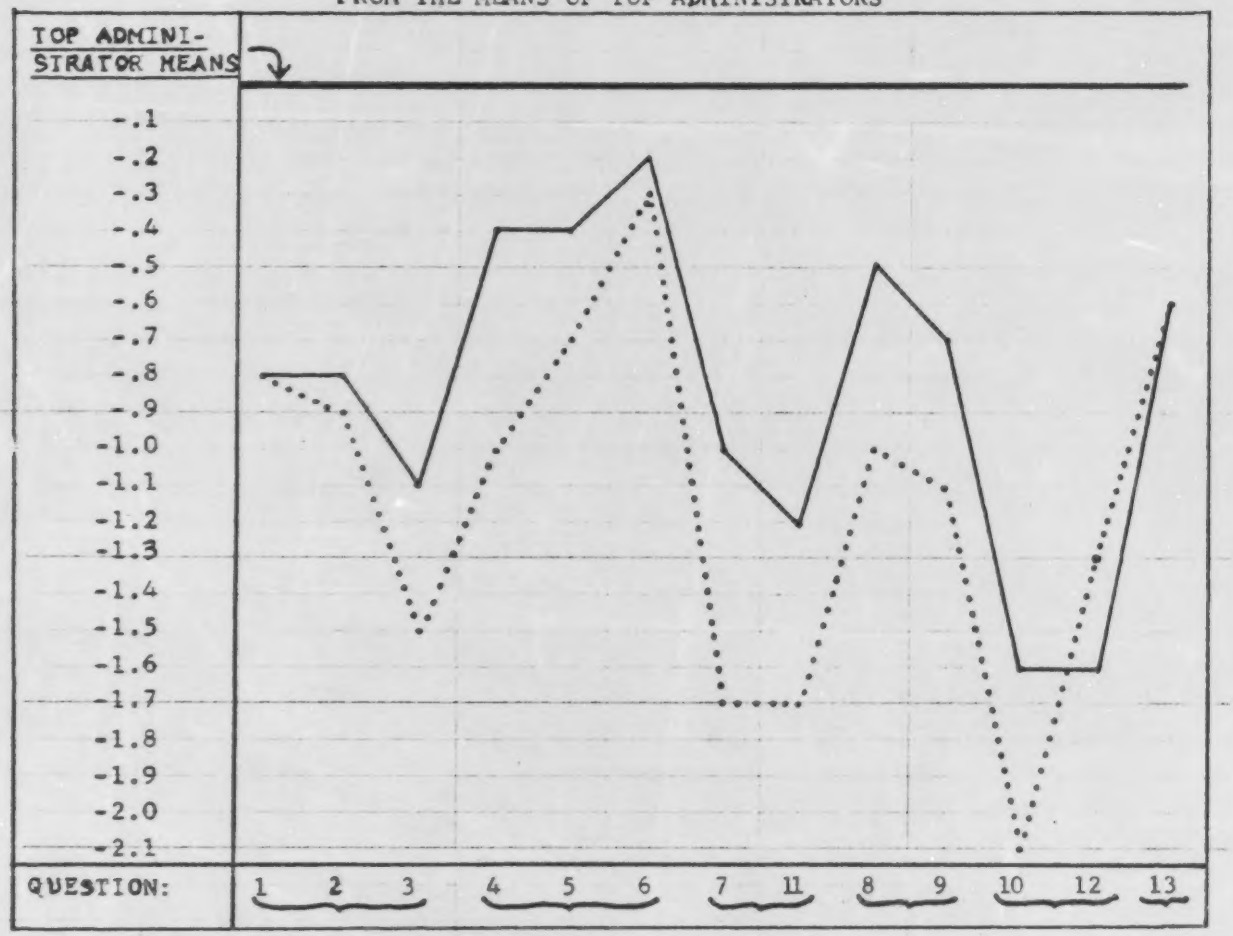


Table 6 below summarizes response means for the total questionnaire of thirteen questions pertaining to college governance. Appendix C to this report was the source of the data. Also included in this table is a breakdown of the means for each of the six faculty sub-groups which comprise the Total Faculty group.

TABLE 6

RESPONSE MEANS TO TOTAL QUESTIONNAIRE OF TOP ADMINISTRATORS, OTHER ADMINISTRATORS, TOTAL FACULTY, AND THE SIX FACULTY SUB-GROUPS

Group	Group's Overall $\bar{X}$	Difference from Top Administrator $\bar{Y}$
Top Administrators	4.2	---
Other Administrators	3.4	- .8
Faculty - Total	3.1	-1.1
Applied Science Faculty	3.2	-1.0
Basic Education Faculty	3.0	-1.2
Bus. & Social Science Faculty	3.4	- .8
Fine Arts Faculty	2.9	-1.3
Natural Science Faculty	3.1	-1.1
Other Faculty (Counselors, Librarians, Data Processing)	2.6	-1.6

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

Discussion and Implications

Responses

As shown in Table 1, page 27, valid interpretations could be made from the responses of both Top Administrators (100%) and Other Administrators (83%) to this study based on anonymous responses to a mailed-out questionnaire. The response percentages of these two groups met Kerlinger's (1966) rigid 80-90 percent response requirement and were well beyond the 60 percent minimum suggested by Barton (1975).

The overall Faculty response percentage, 71 percent, fell below Kerlinger's criterion, but exceeded Barton's. Two faculty sub-groups met Kerlinger's figures -- Basic Education Department faculty and Other Faculty (counselors, librarians, data processing), with 83 percent and 91 percent response respectively. All of the other faculty sub-groups met Barton's minimum except the Business and Social Sciences Division faculty, which had a 55 percent response. With this one exception kept in mind, it was felt that valid interpretations could be made from the Faculty responses.

The overall total response of 74 percent, although slightly below that demanded by Kerlinger, was beyond Barton's and was felt supportive for valid interpretation purposes.

All of the following discussion points and implications were derived from a study of Tables 2-6 and Figures 1-32 presented earlier in this study as well as Appendices B and C to this report.

Top Administrators: Of the three groups in the study, Top Administrators obviously expressed much higher perceptions of the effectiveness of governance characteristics at CFCC promoted by the use of its more traditional, bureaucratic organizational model. This was not surprising inasmuch as authors cited in the Background and Significance section of this report told us to expect this.

Top Administrators expressed a preponderance of #5 and #4 responses, seldom made #3 responses, made only two (3%) #2 responses, and made no #1 responses. Their overall mean of 4.2 (of a possible 5) indicated that they feel very positively in this regard despite faculty movements made during the past year toward collective bargaining and unionization at CFCC. This should not necessarily be interpreted as "they really think highly of themselves" or "they really believe they're doing a great job." Perhaps they do. But, rather, one should reconsider the theoretical thoughts on perception discussed earlier. In all probability, these five top administrators sincerely perceive and believe that not only are they performing well, but that those subordinate to them are effective and satisfied also.

Conversely, the expressions of lower perceptions by faculty members (and often by Other Administrators as well) should not be viewed as "only those with gripes and grudges feel this" or "here was a chance for the nitpickers to retaliate without signing their names."

It should be remembered that--with only one exception--the high response percentages of Faculty made interpreting these questionnaire responses valid. Administrators, when considering this study's results, should keep in mind Richardson, Blocker, and Bender's statement (1972:70):

> It is a well-known fact that administrative values do not always coincide with faculty values. Furthermore, while dominance of administrators in the decision-making process during the past few years may be more implied than real, faculty members tend to feel most administrators have and utilize far more power than they actually do.

Also, when reviewing this study's results, faculty members as well as administrators should keep in mind Combs and Snygg's statement (1959:308) that

> Our own perceptions always have so strong a feeling of reality that it is easy to jump to the conclusion that they must be real to others as well. If others do not see as we do, we may even regard them as stupid, stubborn, or perverse. It is hard to set one's own experience aside, yet it is difficult to see how effective human relationships can be built without a clear recognition of the personal character of perceptions. The first step toward the solution of our human problems seems to require a willingness to grant that "How it seems to me may be different. I, too, could be wrong!" Humility, it would seem, is more than a nice idea. It is an essential to effective communication!

If administrators review these results with <u>perception</u> in mind, they can become more alert and sensitive to these points of view expressed by seventy other individuals under their employ. If CFCC's March 23, 1977, collective bargaining election fails, a real "second chance" will become available. Administrators, realizing this, could use the results of this study effectively.

Other Administrators: As was assumed, Other Administrators' perceptions of various governance characteristics at CFCC differed considerably from those of Top Administrators to whom they are subordinate.

The percentages of "Yes" responses (#5 & 4) expressed by these Other Administrators was between 50%-80% less on eight of the thirteen questions. (See Table 3.) In only one governance area, Motivation, did this group express "Yes" responses close to Top Administrators. On question 1, one of three questions related to Leadership, this group's "Yes" response percentage was fairly close (30% difference) to Top Administrators. This also was true with Question 13, related to Goals.

Other Administrators tended to make fewer (21%) #5 responses and more (21%) #3 responses than did Top Administrators. They also made more (12%) #2 responses and made 3% #1 responses.

This Other Administrator group's overall mean, 3.4, verifies the above, and is .8 less, overall, than the Top Administrators' overall mean. Individual questions, however, showed considerable differences between the two groups--especially in the governance area of Interaction. The Other Administrator's mean was 1.6 less than Top Administrators on both of the Interaction questions (#10 and 12).

Other considerable mean differences were found in questions 7 and 11, related to the Decison-Making governance area. Other Administrators' mean differences here were 1.0 and 1.2 less than Top Administrators.

Unlike Faculty responses, Other Administrators' responses to questions 8 and 9, pertaining to Communication, were much closer to Top Administrators. Thus, administrators in general apparently perceive that CFCC's organizational model produces a reasonably positive flow of communication.

This same holds true for Motivation (questions 4, 5, and 6), inasmuch as the means of both administrator groups are quite close.

Figures 1-16, 30 and 32 graphically show the profiles of the perceptions of Other Administrators to resemble Faculty perceptions in most cases rather than Top Administrators. Figure 31, regarding percentage differences of "No" (#2 and 1) responses shows a somewhat dissimilar graphic profile between Other Administrators and Faculty perceptions -- especially in the Faculty's less positive perceptions of Decision-Making and Communication at CFCC.

Although Other Administrators' profiles generally resemble the Faculty profiles rather than those of Top Administrators, their profiles tend to be higher than those of Faculty. Such perceptual similarities between these groups is not surprising. Many of these Other Administrators teach as well as perform administrative duties. More important, perhaps, these Other Administrators do not meet regularly with Top Administrators. When they do, it is usually in the framework of committee meetings, i.e., Academic Affairs and Student Affairs Committees, rather than at the regularly-scheduled Monday meetings each week of Top Administrators, in which CFCC's governance is actually dictated and decisions actually made. Other

Administrators quite possibly perceive themselves as "middle men" rather than as administrators and full decision-makers.

Faculty: As was assumed, the Faculty group's responses were much less favorable than either the Top Administrator or Other Administrator groups. Compared to these groups to whom they are subordinate, Faculty quite obviously does not perceive a favorable profile of governance characteristics existing under the present traditional, bureaucratic model of organization at CFCC.

In the summary of all responses to the total questionnaire, these comparisons show quite dramatic differences of perceptions, inasmuch as there was a much wider spread of responses made by Faculty members to the questionnaire. Only 35% of the Faculty responses were "Yes" (#4 & 5), as compared to 90 percent such responses made by Top Administrators and 49 percent made by Other Administrators. Thirty-three percent of the Faculty responses were middle responses, neither yes nor no (#3), compared to only 12 percent of the Top Administrators' responses and 33 percent of the Other Administrators' responses. Faculty indicated 31 percent "No" responses (#2 and 1) compared to only 3 percent of Top Administrators and 18 percent of Other Administrators. Clearly the Faculty's perceptual field regarding governance characteristics at CFCC are considerably different from those of either Top Administrators or Other Administrators.

The overall mean of the Faculty sample, 3.1, was 1.1 less than Total Administrators and .3 less than Other Administrators. This verifies, again, the similarity between Other Administrators and Faculty perceptual profiles mentioned earlier.

Reviewing means within the six areas of governance of this study, Faculty perceptions were more positive and closer to those of administrators in Goals (question 13), Motivation (questions 5 and 6, but not question 4), and in two of the three Leadership questions (questions 1 and 2). Basically, then, Faculty perceptions resembled administrative perceptions regarding the following questions:

13. Do most faculty members avoid covert resistance to the goals of the college?
5. Does the administration avoid the use of punishment in dealing with its faculty?
6. Does the administration use rewards in dealing with its faculty?
1. Do you feel CFCC's administration shows considerable confidence in its faculty?
2. Do faculty members feel free to talk to the administration about their jobs?

Faculty did not respond as closely to Leadership question 3: Does the administration actively seek and use faculty ideas if they seem to be worthy ideas? or Motivation question 4: Does the administration avoid the use of threats in dealing with its faculty?

It should be noted that although there was considerable agreement between the three groups in response to Motivation question 6, the means for each group were less than positive as experts tell us rewards and their use should be. Means were: Top Administrators, 2.6; Other Administrators, 2.4; and Faculty, 2.3.

Major areas of dissimilarity between the perceptions of Faculty and Administrators were found in the governance areas of Interaction, Decision-Making, and Communication.

Faculty means for Interaction, questions 10 and 12, were 2.7 and 2.9, compared to Top Administrator means of 4.8 and 4.2, and Other Administrator means of 3.2 and 2.6.

Faculty means for Decision-Making, questions 7 and 11, were 2.7 and 2.9, compared to Top Administrator means of 4.4 and 4.6, and Other Administrator means of 3.4 and 3.4.

Faculty means for Communication, questions 8 and 9, were 2.8 and 2.7, compared to Top Administrator means of 3.8 and 3.8, and Other Administrator means of 3.3 and 3.1.

Faculty perceptions of governance are more negative and substantially lower than administrators, then, in the following questions:

10. Does the administration encourage interaction by its faculty relative to the governance of the college?
12. Does the interaction between the administration and the faculty have a high degree of confidence and trust on both sides?
7. Does the administration actively seek and use faculty involvement in the college's administration?
11. Does the administration actively involve faculty in making decisions regarding the work of the faculty?
8. Does the administration encourage an upward-downward-and-lateral flow of communication rather than adhering strictly to a downward flow?
9. Does the administration have sufficient knowledge about the problems faced by its faculty?

Visual interpretation of this information vividly shows these discrepancies (see Figures 9-14, pages 47-50).

It was interesting to note that Other Administrators perception of question 12 had a mean of only 2.6, which was .3 lower than the Faculty mean for this question and 1.6 lower than Top Administrators. (Question 12 asked, "Does the interaction between administration and faculty have a high degree of confidence and trust on both sides?")

Perhaps Wayson"s (1976) six misconceptions about educational leadership have been operating at CFCC. Perhaps Combs and Snygg's (1959) perception concept of "tunnel vision" has become too deeply entrenched and, in effect, become the "reality" perception of the administration -- and, to an extent, certain faculty members. Regardless of what activities, decisions, and illusions have occured over the past to produce these perceptual differences between CFCC's administrators and faculty members, the results of this study validated their existence. Such differences are more pronounced in three of the six areas of governance, but exist to a certain extent in each of the other three areas.

Faculty Sub-groups: The final comparison this study proposed was a comparison of responses to the questionnaire as made by the six faculty sub-groups.

As stated earlier, it was felt that the percentages of response were high enough to make valid interpretations from each of these groups with the exception of the Business and Social Sciences Division faculty, which had only 55 percent response. As shown in

Appendix C to this report, the majority (42 percent) of this division's responses were middle, #3 responses. Throughout the entire study, this division's responses were somewhat consistent with the other faculty sub-groups, although it did have more #4 (38 percent total) and #3 (42 percent total) responses and less #2 and #1 responses than other faculty groups. In discussing any differences found between faculty groups, the Business and Social Science Division faculty's means, percentages, etc., were not noted even though they are plotted in graphs, found in tables, etc.

Re: Leadership

Question 1: The overall faculty mean of 3.8 for this question was second highest (along with question 4) as perceived by the faculty. All groups produced very similar profiles. Basic Education faculty had a slightly higher response percentage than other groups. Fine Arts and Other Faculty expressed lower responses than other groups but were more in the middle area nevertheless. No major differences noted.

Question 2: The overall faculty mean of 3.3 for this question is verified by the response profiles produced. The faculty sub-groups overall were grouped mainly in the center, with little "disagreement" discerned, other than the Fine Arts responses being slightly higher. No major differences noted.

Question 3: The overall mean of 2.9 for faculty sub-groups was the lowest profiled in the Leadership area. Nevertheless, all faculty groups had similar profiles, with Applied Science slightly higher and Other Faculty slightly lower. No major differences noted.

Re: Motivation

Question 4: The faculty sub-groups mean for this question, 3.8, was its second high (along with question 1). Graphically, the five profiles were consistent, with Other Faculty being slightly higher and Fine Arts faculty slightly lower. No major differences noted.

Question 5: The faculty sub-groups mean of 3.9 made this the question with its highest perceptual response. The profiles are somewhat different, however, and not so uniform. Basic Education, Applied Science, and Natural Science faculties showed distinctly higher percentages. The Fine Arts faculty ran straight across at 22 percent for respones 5-2, dipping to 11 percent (one person) at response 1. The Other Faculty profile is distinctly in the middle and, as a result, the lowest of the five faculty areas responding. Differences were noted, but not too far apart on the continuum.

Question 6: With a mean of 2.6, this question regarding the administration's use of rewards, was the lowest profiled of the thirteen questions. (As were the responses of Top Administrators and Other Administrators.)

The five faculty profiles basically are similarly formed, with Other Faculty expressing more #2 (67%) negative responses than other groups. Natural Sciences Division, however, was ultimately lower since it had 75 percent on the negative end (37½% for both #1 and #2 responses.)

Differences Noted: Natural Sciences Division more noticeably negative; with Other Faculty also considerably more negative.

Re: Decision-Making

Question 7: The faculty mean of 2.7 made this one of the lowest rated questions. The profile produced showed very similar response patterns for all faculty sub-groups except the Other Faculty group, which reflected 89 percent #2 responses.

Difference Noted: Other Faculty perceptions were more negatively expressed than the other four faculty groups considered.

Question 11: The faculty sub-groups' mean of 2.9 made this question fairly low rated also. Considerably more variety of profiles were produced, but, again, the Other Faculty responses reflected highly negative perceptions (78 percent #2 responses). Applied Science and Natural Science responses were slightly higher than the other faculty groups.

Difference Noted: Other Faculty perceptions distinctly more negatively expressed than the other four faculty groups considered.

Re: Communication

Question 8: The faculty mean of 2.8 for this question was one of its lowest responses. The profiles produced were very similar, although the Other Faculty sub-group had 67 percent negative responses (56 percent #2 responses, 11 percent #1 responses).

Difference Noted: Other Faculty perceptions considerably more negatively expressed than the other four faculty groups considered.

Question 9: The faculty mean of 2.7 for this question was another of its lowest responses. The profiles produced were reasonably similar, with Natural Science and Basic Education faculties responding

slightly more positively. Other Faculty, with 78 percent negative responses (56 percent #2 and 22 percent #1 responses) again was more negative in its perception.

Difference Noted: Other Faculty perceptions considerably more negatively expressed than the other four faculty groups considered.

Re: Interaction

Question 10: The faculty mean of 2.7 made responses to this question one of the lowest in the study. The profile produced was quite similar. Fine Arts faculty, however, were more negative in responding to this question, expressing 44 percent #2 responses. The Other Faculty sub-group once again expressed more negative responses (56 percent #2 responses and 22 percent #1 responses) than other faculty groups.

Difference Noted: Fine Arts Faculty and Other Faculty perceptions considerably more negatively expressed than the other three groups considered.

Question 12: The faculty mean of 2.9 also was one of this group's lower means. Faculty profiles produced were quite similar, with Basic Education faculty only slightly higher and Other Faculty only slightly lower in their responses.

No major differences noted.

Re: Goals

Question 13: The faculty mean of 3.4 for this question was one of its higher means. Faculty profiles produced were very similar,

with the exception of Fine Arts faculty, which expressed considerably more negative responses (44 percent #2 responses) than the other faculty groups.

Difference Noted: Fine Arts Faculty perceptions considerably more negatively expressed than the other four faculty groups considered.

Summary of Comparison of Differences Between Faculty Sub-groups: In comparing the responses of the five faculty sub-groups used in this study, no major perceptual differences were noted in responses to questions 1, 2, and 3, which were the three questions dealing with Leadership. No differences were noted in responses to questions 4 and 5, two of the three questions dealing with Motivation. No differences were noted in responses to question 12, one of two questions dealing with Interaction.

Natural Sciences Faculty sub-group's responses were noticeably more negative and the Other Faculty sub-group's responses were considerably more negative to question 6, one of three questions dealing with Motivation.

The Other Faculty sub-group (counselors, librarians, data processing) was more negative in expressing its perceptions to questions 7 and 11, which dealt with Decision-Making, and 8 and 9, which dealt with Communication than were the other four groups studied.

The Fine Arts Faculty and Other Faculty sub-groups were more negative in expressing perceptions to question 10, one of two questions dealing with Interaction.

The Fine Arts Faculty sub-group was more negative in expressing its perceptions to question 13, which dealt with Goals.

Reviewing the above summary, it is obvious that the faculty sub-group which expressed more negative perceptions in response to the questionnaire was the Other Faculty sub-group, composed primarily of counselors, librarians, and data processing personnel. This sub-group was distinctly more negative than most of the other four faculty sub-groups in response to six of the thirteen questions. This included one of three questions regarding Motivation (rewards, in this case), both questions regarding Decision-Making, both questions regarding Communication, and one of two questions regarding Interaction.

This was not too surprising. Personnel in this Other Faculty sub-group are neither teaching faculty nor administrators. Even though some teach one or two sections of a course, this group is not primarily considered as teaching faculty by either the faculty or the administration. Conversely, they are not considered as administrative personnel even though aspects of their work might be perceived by others as such. In the upcoming collective bargaining election, these personnel were classified as electors along with faculty by the particular bargaining agency; although the other bargaining unit previously endorsed by another segment of faculty classified such personnel with administration. This group quite understandably could perceive itself as some sort of "middle-men"--"men without a country." Very possibly they do feel more frustrations regarding Decision-Making and Interaction due to the nature of their work more so than do faculty members. Very

possibly, too, they feel more frustrations regarding the flow of communication than does either the teaching faculty or the administration. Perhaps they are kept out of the "action" --even unintentionally-- by an inoperative or poorly functioning communication system as it affects them and the nature of their work. Whatever the reason(s), they were very close in their individually-submitted responses. This perceptual discrepancy, coupled with the perceptual disagreements between total faculty and administrators discussed earlier, warrants consideration and relief from CFCC's administration at all levels.

Overall General Summary of Discussion and Implications

Overall, this study verified that the traditional, bureaucratic organizational model used at Central Florida Community College has produced a less-than-desirable profile of organizational characteristics. Perceptions of what takes place at the college are quite different from the viewpoints of Top Administrators, Other Administrators, and Faculty -- especially regarding the governance areas of Interaction, Decision-Making, Communication, and -- to some degree-- Leadership and Motivation.

If we can rely on the perceptions, commentaries, and admonitions of such authorities as Richardson (1976), Richardson, Blocker, and Bender (1972), Laughlin and Lestrud (1976), Small (1976), Hiraok (1975) and Moellenberg (1976), the college must attempt some degree of reorganization or succumb to the only alternative indicated by these authorities: collective bargaining and unionization. Effective reorganization, according to these authorities, can enhance faculty perceptions, develop more efficient use of expertise at all levels, produce increased excellence of college programs, and shut out collective bargaining and unionization, which are no longer necessary when all levels of college personnel strongly feel that they are a vital, unified, and cohesive part of the organization.

Recommendations

Having reviewed the results of this study's data, the following recommendations were made:

1. Central Florida Community College should reorganize from its present traditional, bureaucratic organizational model to a more participative group model.

This recommendation is felt to be of the most importance. With proper reorganization, most of the subsequent recommendations should come quite naturally.

The results of this study produced rather startling differences of perceptual expressions related to governance characteristics at the college. It was quite clear that the present traditional, bureaucratic model has produced unfortunate, dissimilar perceptions between the various levels of the college's certificated personnel. As noted earlier, this was especially true in three of the six areas of governance studied and, to some extent, in two other areas.

A totally participative group organizational model may not be realistic or feasible at the present time. In this case, the administration could reorganize to a model patterned after the third model on the four-model continuum (from exploitive authoritative to participative group)--the consultative organizational model. This model produces a profile of governance characteristics quite similar to the most productive participative group model (Richardson, etal, 1972). Small and his colleagues (1976) holistic approach to reorganization use a massive "stock taking" of current conditions. This

practicum and the results of work currently being done on campus by an outside management consultant firm can certainly be the foundation of this "stock taking".

> What changes, if any, should be made? Which parts of the institution are in need of changes or improvements? Only when these problems have been clearly defined can the institution move toward the generation and selection of alternative strategies which will enable the institution to renew itself and become a more effective delivery center for needed educational services (Small, etal, 1976:12).

Whatever reorganization is attempted, administrators are reminded of Hiraok's (1975) statement that reorganization does not recommend a dictatorial approach. According to Hiraok, team goal setting and group decision making have been known to produce the most beneficial results.

2. Schedule regular meetings between all Top Administrators and Other Administrators.

This recommendation is made as a reflection of considerable negative perceptions being expressed by Other Administrators in the areas of Interaction and Decision-Making. Entrusted with administrative responsibilities, these Other Administrators should feel more positive in these areas of governance and their position in them. Regular meetings of all administrators should be a natural by-product of Recommendation 1 above. A more participative group organizational model helps subordinates feel there is a substantial degree of interaction and influence exercised by all; and subordinates feel and perceive that they exercise considerable influence over organizational direction and objectives. Goals are established through group-

participation and therefore are largely internalized by all participants within the organization (Richardson, etal, 1972).

3. Schedule regular meetings of all certificated personnel, including all administrators and all faculty.

The same reasoning as discussed for Recommendation 2 above applies here--perhaps even more so, inasmuch as Faculty perceptions were even more negatively expressed. A more participative group model helps the institution to excel through teamwork and cooperation. Isolationism on the parts of administrators and faculty does not produce this characteristic and intensified misperceptions, lack of confidence and trust result. These regularly-scheduled meetings should occur more frequently than once a semester as is generally practiced currently. These meetings hopefully would be sharing meetings rather than strictly information-giving.

4. Enhance and encourage Other Administrator and Faculty committee and decision-making involvement.

This recommendation should be a natural outgrowth of the previously made recommendations.

5. Intensify and Reorganize internal public relations efforts.

This recommendation also should be a natural by-product of previously made recommendations. It is stressed here, however, as a reminder that praise and recognition are basic needs of every individual and produce intensified efforts when received. Too often "public relations" is considered as external to the organization, and

stresses mainly routine press releases and external information giving.

Internal public relations are as important--if not more important--than the external public relations functions. They should involve person-to-person communication as well as routine "house organ" publications. These internal public relations should be a continuous process rather than hit-and-miss. They should be planned and carried out by all. Emory, Ault, and Agee (1970) tell us that such efforts are planned efforts "to influence and maintain favorable opinion through acceptable performance, honestly presented, and with reliance on two-way communication" and result in "mutual responsiveness and acceptance."

Emory and his colleaques emphasize that a top-level management professional should oversee all public relations. This public relations person should work directly with the President and the Board, and, of course, administrators, faculty, staff, and students of the college.

Internal public relations also should stress visibility and informal interaction between top administrators and all personnel--especially at the work stations of these subordinates.

6. Provide a series of Human Potential Seminars composed of members of each group (Top Administrators, Other Administrators, and Faculty).

Such "Human Potential Seminars" are available and can be

easily scheduled on campus. These seminars take as their purpose the following: (1) to offer seminars for personal growth and professional training, (2) to offer training and certification of competence in conducting the Basic and Advanced Human Potential Seminars, (3) To provide consultation on motivation, conflict, underachievement, self-attitude improvement, human development, and person-oriented education and leadership, as well on-site seminars; (4) to coordinate, encourage and conduct research on the effectiveness of various approaches to developing human potential.

Considering the low perceptions of interaction and communication found by this study, these seminars could produce a more open "climate" on campus as well as to help develop individual personal growth. Structured heterogeneously rather than departmentally, the seminars could aid in breaking down the walls of isolation between various areas of the college community.

Such seminars can be beneficial in increasing the importance of the self-image rather than decreasing it. "It is difficult to understand how anyone can believe that diminishing the importance or the self-image of any faculty member or any student in any institution can enhance the effectiveness of that institution..." (Richardson, 1976:59).

7. Initiate a continuous evaluation process of comparing perceptions of college governance characteristics existing on campus by using an instrument similar to that used in this study.

This recommendation is made to ensure continous follow-up of administrative efforts to overcome perceptual differences by reorganization efforts. Regularly scheduled research could quickly identify areas of increasing dissatisfaction. Efforts could then be made to rectify such situations before they became widespread and intensified. Such research would be a natural aspect of intensifying the college's internal public relations as discussed earlier.

APPENDIX

PLEASE DO NOT SIGN YOUR NAME

OPINION SURVEY

Please answer each of the following questions FROM YOUR POINT-OF-VIEW by circling the appropriate number:

NOTE: The term, ADMINISTRATION, refers to the President, the Deans, the Division Directors, and other administrative directors at Central Florida Community College. Ther term, FACULTY, refers to teaching faculty members, counselors, and other certificated personnel not actively engaged in administrative duties.

	DEFINITELY YES				DEFINITELY NO	
1. Do you feel that the CFCC administration shows considerable confidence in its faculty?	5	4	3	2	1	
2. Do faculty members feel free to talk to the administration about their jobs?	5	4	3	2	1	
3. Does the administration actively seek faculty ideas and and use them if they seem to be worthy ideas?	5	4	3	2	1	
4. Does the administration avoid the use of threats in dealing with its faculty?	5	4	3	2	1	
5. Does the administration avoid the use of punishment in dealing with faculty?	5	4	3	2	1	
6. Does the administration use rewards in dealing with its faculty?	5	4	3	2	1	
7. Does the administration actively seek and make use of faculty involvement in the administration of the college?	5	4	3	2	1	
8. Does the administration encourage an upward-downward-and-lateral flow of communication rather than adhering strictly to a downward flow?	5	4	3	2	1	
9. Does the administration have sufficient knowledge about the problems faced by its faculty?	5	4	3	2	1	
10. Does the administration encourage interaction by its faculty relative to the governance of the college?	5	4	3	2	1	
11. Does the administration actively involve its faculty in making decisions related to the work of the faculty?	5	4	3	2	1	
12. Does the interaction between the administration and the faculty have a high degree of confidence and trust on both sides?	5	4	3	2	1	
13. Do most faculty members avoid covert resistance to the goals of the college?	5	4	3	2	1	

ANY ADDITIONAL COMMENTS YOU MIGHT LIKE TO MAKE:

PLEASE INDICATE BY CHECK MARK ONLY IN WHICH OF THE FOLLOWING CATEGORIES YOU ARE EMPLOYED:

_____ADMINISTRATOR (President or Dean)
_____ADMINISTRATOR (Division Director or other Director, i.e., counseling, library services, research and development, community services, admissions and records, data processing, etc.)
_____FACULTY MEMBER: Applied Sciences Division
_____FACULTY MEMBER: Basic Education Department
_____FACULTY MEMBER: Business and Social Sciences Division
_____FACULTY MEMBER: Fine Arts Division
_____FACULTY MEMBER: Natural Sciences Division
_____FACULTY MEMBER: Counseling
_____FACULTY MEMBER: Other certificated faculty not listed above.

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APPENDIX B
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RESPONSE DATA TO QUESTION #1:
Do you feel that the CFCC Administration shows considerable confidence in its faculty?

RESPONSE:	#5	Percent	#4	Percent	#3	Percent	#2	Percent	#1	Percent	TOTAL	Percent
ADMINISTRATORS:												
Top	3	60%	2	40%	0	---	0	---	0	---	5	100%
Other	2	20%	5	50%	2	20%	1	10%	0	---	10	100%
TOTAL:	5	33%	7	47%	2	13%	1	7%	0	---	15	100%
FACULTY:												
Applied Science	8	38%	6	29%	4	19%	1	5%	2	10%	21	101%*
Basic Education	1	20%	4	80%	0	---	0	---	0	---	5	100%
Bus. & Soc. Sci.	2	40%	3	60%	0	---	0	---	0	---	5	100%
Fine Arts	2	22%	3	33%	3	33%	1	11%	0	---	9	99%*
Natural Science	4	50%	2	25%	1	12½%	1	12½%	0	---	8	100%
Other Faculty	0	---	3	33%	3	33%	3	33%	0	---	9	99%*
TOTAL:	17	30%	21	37%	11	19%	6	11%	2	4%	57	101%*
SUMMARY OF ALL RESPONSES:	22	31%	28	39%	13	18%	7	10%	2	3%	72	101%*

*Due to rounding off

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RESPONSE DATA TO QUESTION #2:
Do faculty members feel free to talk to the administration about their jobs?

RESPONSE:	#5	Percent	#4	Percent	#3	Percent	#2	Percent	#1	Percent	TOTAL	Percent
ADMINISTRATORS:												
Top	1	20%	4	80%	0	---	0	---	0	---	5	100%
Other	0	---	4	40%	6	60%	0	---	0	---	10	100%
TOTAL:	1	7%	8	53%	5	33%	0	---	0	---	15	100%
FACULTY:												
Applied Science	7	33%	2	10%	7	33%	2	10%	3	14%	21	100%
Basic Education	0	---	2	40%	3	60%	0	---	0	---	5	100%
Bus. & Soc. Sci.	0	---	3	60%	0	---	2	40%	0	---	5	100%
Fine Arts	1	11%	4	44%	2	22%	2	22%	0	---	9	99%*
Natural Science	3	37½%	0	---	4	50%	1	12½%	0	---	8	100%
Other Faculty	0	---	0	---	5	56%	3	33%	1	11%	9	100%
TOTAL:	11	19%	11	19%	21	37%	10	18%	4	7%	57	100%
SUMMARY OF ALL RESPONSES:	12	17%	19	26%	26	36%	10	14%	4	6%	72	99%*

*Due to rounding off

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RESPONSE DATA TO QUESTION #3:
Does the administration actively seek faculty ideas and use them if they seem to be worthy ideas?

RESPONSE	#5	Percent	#4	Percent	#3	Percent	#2	Percent	#1	Percent	TOTAL	Percent
ADMINISTRATORS:												
Top	2	40%	3	60%	0	---	0	---	0	---	5	100%
Other	0	---	5	50%	3	30%	2	20%	0	---	10	100%
TOTAL:	2	13%	8	53%	3	20%	2	13%	0	---	15	99%*
FACULTY:												
Applied Science	3	14%	6	29%	7	33%	3	14%	2	10%	21	100%
Basic Education	0	---	0	---	3	60%	2	40%	0	---	5	100%
Bus. & Soc. Sci.	0	---	2	40%	3	60%	0	---	0	---	5	100%
Fine Arts	1	11%	1	11%	3	33%	4	44%	0	---	9	99%*
Natural Science	0	---	0	---	4	50%	4	50%	0	---	8	100%
Other Faculty	0	---	0	---	4	44%	5	56%	0	---	9	100%
TOTAL:	4	7%	9	16%	24	42%	18	32%	2	4%	57	101%*
SUMMARY OF ALL RESPONSES:	6	8%	17	24%	27	38%	20	28%	2	3%	72	101%*

* Due to rounding off

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RESPONSE DATA TO QUESTION #4:
Does the administration avoid the use of threats in dealing with its faculty?

RESPONSE:	#5	Percent	#4	Percent	#3	Percent	#2	Percent	#1	Percent	TOTAL	Percent
ADMINISTRATORS:												
Top	4	80%	1	20%	0	---	0	---	0	---	5	100%
Other	4	40%	6	60%	0	---	0	---	0	---	10	100%
TOTAL:	8	53%	7	47%	0	---	0	---	0	---	15	100%
FACULTY:												
Applied Science	9	43%	7	33%	2	10%	1	5%	2	10%	21	101%*
Basic Education	1	20%	2	40%	2	40%	0	---	0	---	5	100%
Bus. & Soc. Sci.	1	20%	3	60%	1	20%	0	---	0	---	5	100%
Fine Arts	2	22%	1	11%	4	44%	1	11%	1	11%	9	99%*
Natural Science	4	50%	2	25%	1	12½%	1	12½%	0	---	8	100%
Other Faculty	1	11%	6	67%	2	22%	0	---	0	---	9	100%
TOTAL:	18	32%	21	37%	12	21%	3	5%	3	5%	57	100%
SUMMARY OF ALL RESPONSES:	26	36%	28	39%	12	17%	3	4%	3	4%	72	100%

*Due to rounding off

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RESPONSE DATA TO QUESTION #5:
Does the administration avoid the use of punishment in dealing with its faculty?

RESPONSE:	#5	Percent	#4	Percent	#3	Percent	#2	Percent	#1	Percent	TOTAL	Percent
ADMINISTRATORS:												
Top	3	60%	2	40%	0	---	0	---	0	---	5	100%
Other	4	40%	5	50%	0	---	1	10%	0	---	10	100%
TOTAL:	7	47%	7	47%	0	---	1	7%	0	---	15	100%
FACULTY:												
Applied Science	9	43%	9	43%	2	10%	0	---	1	5%	21	101%*
Basic Education	1	20%	3	60%	0	---	1	20%	0	---	5	100%
Bus. & Soc. Sci.	2	40%	2	40%	1	20%	0	---	0	---	5	100%
Fine Arts	2	22%	2	22%	2	22%	2	22%	1	11%	9	99%*
Natural Science	3	37½%	3	37½%	1	12½%	0	---	1	12½%	8	100%
Other Faculty	1	11%	3	33%	5	56%	0	---	0	---	9	100%
TOTAL:	18	32%	22	39%	11	19%	3	5%	3	5%	57	100%
SUMMARY OF ALL RESPONSES:	25	35%	29	40%	11	15%	4	6%	3	4%	72	100%

*Due to rounding off

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RESPONSE DATA TO QUESTION #6:
Does the administration use rewards in dealing with its faculty?

RESPONSE:	#5	Percent	#4	Percent	#3	Percent	#2	Percent	#1	Percent	TOTAL	Percent
ADMINISTRATORS:												
Top	0	---	0	---	3	60%	2	40%	0	---	5	100%
Other	0	---	1	10%	4	40%	3	30%	2	20%	10	100%
TOTAL:	0	---	1	7%	7	47%	5	33%	2	13%	15	100%
FACULTY:												
Applied Science	1	5%	1	5%	7	33%	8	38%	4	19%	21	100%
Basic Education	0	---	0	---	2	40%	2	40%	1	20%	5	100%
Bus. & Soc. Sci.	0	---	0	---	3	60%	2	40%	0	---	5	100%
Fine Arts	0	---	1	11%	1	11%	4	44%	3	33%	9	99%*
Natural Science	0	---	1	12½%	1	12½%	3	37½%	3	37½%	8	100%
Other Faculty	0	---	0	---	3	33%	6	67%	0	---	9	100%
TOTAL:	1	2%	3	5%	17	30%	25	44%	11	19%	57	100%
SUMMARY OF ALL RESPONSES:	1	1%	4	6%	24	33%	30	42%	13	18%	72	100%

*Due to rounding off

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RESPONSE DATA TO QUESTION #7:
Does the administration actively seek and make use of faculty involvement in the administration of the college?

RESPONSE:	#5	Percent	#4	Percent	#3	Percent	#2	Percent	#1	Percent	TOTAL	Percent
ADMINISTRATORS:												
Top	3	60%	1	20%	1	20%	0	---	0	---	5	100%
Other	0	---	5	50%	4	40%	1	10%	0	---	10	100%
TOTAL:	3	20%	6	40%	5	33%	1	7%	0	---	15	100%
FACULTY:												
Applied Science	2	10%	4	19%	6	29%	6	29%	3	14%	21	101%*
Basic Education	0	---	1	20%	3	60%	0	---	1	20%	5	100%
Bus. & Soc. Sci.	0	---	2	40%	3	60%	0	---	0	---	5	100%
Fine Arts	0	---	1	11%	3	33%	4	44%	1	11%	9	99%*
Natural Science	0	---	2	25%	3	37½%	2	25%	1	12½%	8	100%
Other Faculty	0	---	0	---	1	11%	8	89%	0	---	9	100%
TOTAL:	2	4%	10	18%	19	33%	20	35%	6	11%	57	101%*
SUMMARY OF ALL RESPONSES:	5	7%	16	22%	24	33%	21	29%	6	8%	72	99%*

*Due to rounding off

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RESPONSE DATA TO QUESTION #8:
Does the administration encourage an upward-downward-and-lateral flow of communication rather than adhering strictly to a downward flow?

RESPONSE:	#5	Percent	#4	Percent	#3	Percent	#2	Percent	#1	Percent	TOTAL	Percent
ADMINISTRATORS:												
Top	1	20%	2	40%	2	40%	0	---	0	---	5	100%
Other	0	---	5	50%	3	30%	2	20%	0	---	10	100%
TOTAL:	1	7%	7	47%	5	33%	2	13%	0	---	15	100%
FACULTY:												
Applied Science	2	10%	5	24%	5	24%	7	33%	2	10%	21	101%*
Basic Education	0	---	1	20%	2	40%	1	20%	1	20%	5	100%
Bus. & Soc. Sci.	1	20%	1	20%	2	40%	1	20%	0	---	5	100%
Fine Arts	0	---	1	11%	4	44%	3	33%	1	11%	9	99%*
Natural Science	0	---	2	25%	4	50%	1	12½%	1	12½%	8	100%
Other Faculty	0	---	2	22%	1	11%	5	56%	1	11%	9	100%
TOTAL:	3	5%	12	21%	18	32%	18	32%	6	11%	57	101%*
SUMMARY OF ALL RESPONSES:	4	6%	19	26%	23	32%	20	28%	6	8%	72	100%

*Due to rounding off

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RESPONSE DATA TO QUESTION #9:
Does the administration have sufficient knowledge about the problems faced by its faculty?

RESPONSE:	#5	Percent	#4	Percent	#3	Percent	#2	Percent	#1	Percent	TOTAL	Percent
ADMINISTRATORS:												
Top	0	---	4	80%	1	20%	0	---	0	---	5	100%
Other	1	10%	2	20%	5	50%	1	10%	1	10%	10	100%
TOTAL:	1	7%	6	40%	6	40%	1	7%	1	7%	15	100%
FACULTY:												
Applied Science	1	5%	2	10%	9	43%	5	24%	4	19%	21	101%*
Basic Education	0	---	1	20%	3	60%	1	20%	0	---	5	100%
Bus. & Soc. Sci.	0	---	2	40%	2	40%	0	---	1	20%	5	100%
Fine Arts	1	11%	2	22%	2	22%	3	33%	1	11%	9	99%*
Natural Science	0	---	2	25%	5	62½%	1	12½%	0	---	8	100%
Other Faculty	0	---	1	11%	1	11%	5	56%	2	22%	9	100%
TOTAL:	2	4%	10	18%	22	39%	15	26%	8	14%	57	101%*
SUMMARY OF ALL RESPONSES:	3	4%	16	22%	28	39%	16	22%	9	13%	72	100%

*Due to rounding off

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RESPONSE DATA TO QUESTION #10:
Does the administration encourage interaction by its faculty relative to the governance of the college?

RESPONSE:	#5	Percent	#4	Percent	#3	Percent	#2	Percent	#1	Percent	TOTAL	Percent
ADMINISTRATORS:												
Top	4	80%	1	20%	0	---	0	---	0	---	5	100%
Other	0	---	4	40%	4	40%	2	20%	0	---	10	100%
TOTAL:	4	27%	5	33%	4	27%	2	13%	0	---	15	100%
FACULTY:												
Applied Science	2	10%	3	14%	10	48%	4	19%	2	10%	21	101%*
Basic Education	0	---	1	20%	2	40%	1	20%	1	20%	5	100%
Bus. & Soc. Sci.	0	---	1	20%	4	80%	0	---	0	---	5	100%
Fine Arts	0	---	2	22%	3	33%	4	44%	0	---	9	99%*
Natural Science	0	---	0	---	5	62½%	2	25%	1	12½%	8	100%
Other Faculty	0	---	1	11%	1	11%	5	56%	2	22%	9	100%
TOTAL:	2	4%	8	14%	25	44%	16	28%	6	11%	57	101%*
SUMMARY OF ALL RESPONSES:	6	8%	13	18%	29	40%	18	25%	6	8%	72	99%*

*Due to rounding off

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RESPONSE DATA TO QUESTION #11:
Does the administration actively involve its faculty in making decisions related to the work of the faculty?

RESPONSE:	#5	Percent	#4	Percent	#3	Percent	#2	Percent	#1	Percent	TOTAL	Percent
ADMINISTRATORS:												
Top	3	60%	2	40%	0	---	0	---	0	---	5	100%
Other	0	---	4	40%	6	60%	0	---	0	---	10	100%
TOTAL:	3	20%	6	40%	6	40%	0	---	0	---	15	100%
FACULTY:												
Applied Science	3	14%	7	33%	5	24%	4	19%	2	10%	21	100%
Basic Education	0	---	0	---	2	40%	3	60%	0	---	5	100%
Bus. & Soc. Sci.	0	---	2	40%	3	60%	0	---	0	---	5	100%
Fine Arts	1	11%	0	---	4	44%	3	33%	1	11%	9	99%*
Natural Science	0	---	3	37½%	2	25%	2	25%	1	12½%	8	100%
Other Faculty	0	---	0	---	2	22%	7	78%	0	---	9	100%
TOTAL:	4	7%	12	21%	18	32%	19	33%	4	7%	57	100%
SUMMARY OF ALL RESPONSES:	7	10%	18	25%	24	33%	19	26%	4	6%	72	100%

*Due to rounding off

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RESPONSE DATA TO QUESTION #12:
Does the interaction between the administration and faculty have a high degree of confidence and trust on both sides?

RESPONSE:	#5	Percent	#4	Percent	#3	Percent	#2	Percent	#1	Percent	TOTAL	Percent
ADMINISTRATORS:												
Top	1	20%	4	80%	0	---	0	---	0	---	5	100%
Other	0	---	2	20%	3	30%	4	40%	1	10%	10	100%
TOTAL:	1	7%	6	40%	3	20%	4	27%	1	7%	15	100%
FACULTY:												
Applied Science	1	5%	6	29%	8	38%	4	19%	2	10%	21	101%*
Basic Education	0	---	2	40%	2	40%	1	20%	0	---	5	100%
Bus. & Soc. Sci.	0	---	1	20%	3	60%	1	20%	0	---	5	100%
Fine Arts	2	22%	0	---	4	44%	2	22%	1	11%	9	99%*
Natural Science	0	---	1	12½%	4	50%	2	25%	1	12½%	8	100%
Other Faculty	0	---	0	---	4	44%	4	44%	1	11%	9	99%*
TOTAL:	3	5%	10	18%	25	44%	14	25%	5	9%	57	101%*
SUMMARY OF ALL RESPONSES:	4	6%	16	22%	28	39%	18	25%	6	8%	72	100%

* Due to rounding off

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RESPONSE DATA TO QUESTION #13:
Do most faculty members avoid covert resistance to the goals of the college?

RESPONSE:	#5	Percent	#4	Percent	#3	Percent	#2	Percent	#1	Percent	TOTAL	Percent
ADMINISTRATORS:												
Top	1	20%	3	60%	1	20%	0	---	0	---	5	100%
Other	1	10%	4	40%	3	30%	2	20%	0	---	10	100%
TOTAL:	2	13%	7	47%	4	27%	2	13%	0	---	15	100%
FACULTY:												
Applied Science	5	24%	7	33%	9	43%	0	---	0	---	21	100%
Basic Education	0	---	1	20%	2	40%	1	20%	1	20%	5	100%
Bus. & Soc. Sci.	0	---	3	60%	2	40%	0	---	0	---	5	100%
Fine Arts	1	11%	3	33%	1	11%	4	44%	0	---	9	99%*
Natural Science	0	---	3	37½%	4	50%	1	12½%	0	---	8	100%
Other Faculty	0	---	5	56%	3	33%	1	11%	0	---	9	100%
TOTAL:	6	11%	22	39%	21	37%	7	12%	1	2%	57	101%*
SUMMARY OF ALL RESPONSES:	8	11%	29	40%	25	35%	9	13%	1	1%	72	100%

*Due to rounding off

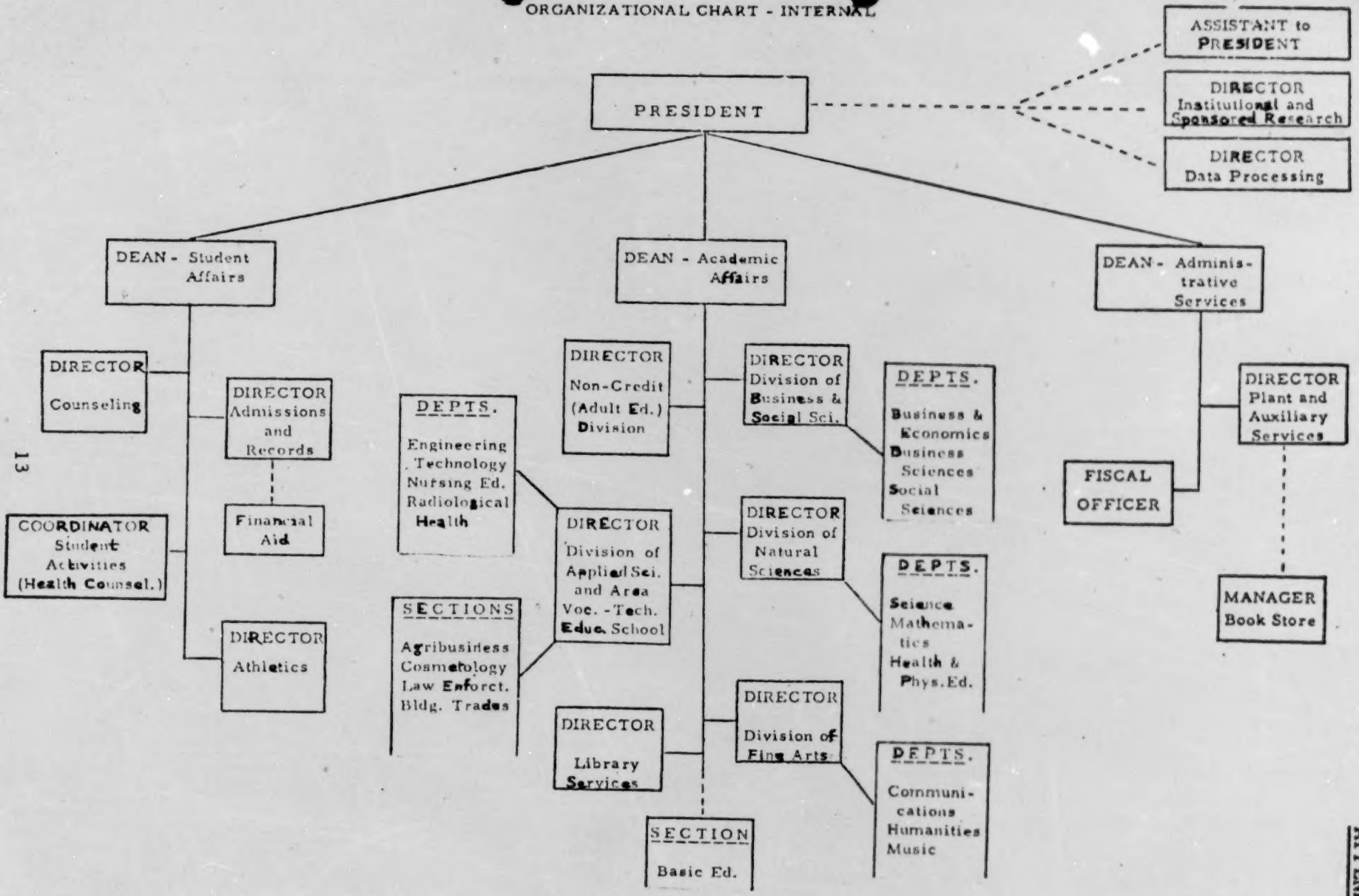
APPENDIX C

A SUMMARY OF RESPONSE DATA TO ALL QUESTIONS

RESPONSE	#5	Percent	#4	Percent	#3	Percent	#2	Percent	#1	Percent	TOTAL	Percent
ADMINISTRATORS:												
Top	26	40%	29	45%	8	12%	2	3%	0	---	65	100%
Other	12	9%	52	40%	43	33%	19	15%	4	3%	130	100%
TOTAL:	38	19%	81	42%	51	26%	21	11%	4	2%	195	100%
FACULTY:												
Applied Science	53	19%	65	24%	81	30%	45	16%	29	11%	273	100%
Basic Education	3	5%	18	28%	26	40%	13	20%	5	8%	65	101%*
Bus. & Soc. Sci.	6	9%	25	38%	27	42%	6	9%	1	2%	65	100%
Fine Arts	13	11%	21	18%	36	31%	37	32%	10	9%	117	100%
Natural Science	14	13%	21	20%	39	38%	21	20%	9	9%	104	100%
Other Faculty	2	2%	21	18%	35	30%	52	44%	7	6%	117	100%
TOTAL:	91	12%	171	23%	244	33%	174	23%	61	8%	741	99%*
SUMMARY OF ALL RESPONSES:	129	14%	252	27%	295	32%	195	21%	65	7%	936	101%*

*Due to rounding off

ORGANIZATIONAL CHART - INTERNAL


PRESIDENT
ASSISTANT to PRESIDENT
DIRECTOR Institutional and Sponsored Research
DIRECTOR Data Processing
DEAN - Student Affairs
DEAN - Academic Affairs
DEAN - Administrative Services
DIRECTOR Counseling
DIRECTOR Admissions and Records
Financial Aid
COORDINATOR Student Activities (Health Counsel.)
DIRECTOR Athletics
DIRECTOR Non-Credit (Adult Ed.) Division
DEPTS. Engineering Technology Nursing Ed. Radiological Health
DIRECTOR Division of Applied Sci. and Area Voc.-Tech. Educ. School
SECTIONS Agribusiness Cosmetology Law Enforct. Bldg. Trades
DIRECTOR Library Services
SECTION Basic Ed.
DIRECTOR Division of Business & Social Sci.
DEPTS. Business & Economics Business Sciences Social Sciences
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